DOCUMENT RESUME

ED 185 377 CE 024 968

AUTHOR	Brower, Sally M.: And Others
TITLE	Case Studies of Vocational Education--CETA Coordination: A State of the Art Report, Volume I. Interim Report.
INSTITUTION	Conserva, Inc., Raleigh, N.C.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO	498AH80004
PUB DATE	Jan 80
CONTRACT	300-78-0583
NOTE	357p.: For related documents see ED 181 301 and CE 024 967-971.
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	Case Studies: *Coordination: Demonstration Programs: *Employment Programs: Federal Programs: *Methods: *Program Descriptions: Program Effectiveness: School Business Relationship: Success: *Vocational Education: Youth Employment: Youth Programs
IDENTIFIERS	*Comprehensive Employment and Training Act Title IV: *Prime Sponsors

ABSTRACT

This document contains the first volume in a three-volume state-of-the-art report based on a study conducted to identify and analyze the effective mechanisms for facilitating coordination of vocational education programs with Comprehensive Employment and Training Act (CETA) Title IV youth programs. Included in this volume are 111 case studies of programs demonstrating exemplary coordination mechanisms. These case studies are divided into three sections: (1) Coordinated Vocational Education--Title IV Programs: (2) Coordinated Vocational Education--CETA Programs; and (3) Coordinated Programs between Vocational Education and other employment and training service providers. Each program description includes title, location, educational agency, prime sponsor, funding, in-kind contribution, target groups, and contact person. The text of the case studies include program overview, role of vocational education, prime sponsor involvement, and program activities organized by six activity/service areas. The programs are indexed by major funding source(s), by major target groups served, urban/rural designation of program locations, prime sponsor types, federal region, educational agency, and educational facility type. (BM)

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ED185377

Interim Report

Project No. 498AH-8004

Contract No. 300780583

Case Studies of Vocational Education-CETA Coordination: A State of the Art Report

Volume 1

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CONSERVA, INC.

Raleigh, North Carolina

January, 1980

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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U.S. DEPARTMENT OF
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Office of Education

Bureau of Occupational and Adult Education

CE 024 968

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INTRODUCTION

Vocational education has played a role in manpower training programs since their initiation in the early 1960's. Under the Area Redevelopment Act and the Manpower Development and Training Act, vocational education participated in the administration of classroom training programs at the State level and in the delivery of skill training to the disadvantaged at the local level. With the advent of the Comprehensive Employment and Training Act (CETA), responsibility for the management of manpower training programs shifted from Federal to State and local units of government known as prime sponsors. State vocational education agencies retained a role in the administration of five percent set-aside funds under Title I of CETA through agreements with the prime sponsor.

With the passage of the Youth Employment and Demonstration Projects Act (YEDPA) of 1977, linkages between employment and training programs and local education agencies were chosen as a fundamental approach to the growing problem of youth unemployment. A major part of the YEDPA thrust was the allocation of a minimum of twenty-two percent of the Youth Employment and Training Program (YETP) funds to be administered under a joint prime sponsor-LEA agreement. While vocational education is a potential recipient of these funds, it is not singled out for special consideration. When CETA was amended, however, the potential for coordination with vocational education was expanded. Vocational education set-asides were increased to six percent under Title II (formerly five percent under Title I). As an added incentive to coordination, one percent of the funds available under Title II were made available to Governors to encourage the establishment of linkages between prime sponsors and local education agencies.

Coordination at the Federal level has been actualized through a joint agreement between the Department of Labor and the Department of Health, Education and Welfare to facilitate cooperation between labor and education and to sponsor a number of joint ventures including technical assistance, research and demonstration activities. Following the incorporation of YEDPA in Title IV of the 1978 Amendments, the Bureau of Occupational and Adult Education, U.S. Office of Education, and the Office of Youth Programs, Employment and Training Administration, U.S. Department of Labor, announced joint national initiatives to stimulate coordination between vocational education and employment and training service deliverers. These initiatives were to address the coordinative intent as stated in both the Vocational Education Amendments of 1976 and the Comprehensive Employment and Training Act Amendments of 1978. The coordination of vocational education programs with YEDPA (now Title IV) to better serve the needs of disadvantaged youth was declared a top priority consideration of the Bureau of Occupational and Adult Education. As a result of this priority the U. S. Office of Education awarded a contract to CONSERVA, Inc. to study effective mechanisms for facilitating coordination of vocational education programs with the CETA Title IV youth programs. This report is the first major product of the study.

PURPOSE

This study seeks to build upon existing vocational education coordination under CETA Title IV by identifying, documenting and disseminating exemplary mechanisms for facilitating coordination of vocational education and eligible prime sponsors. This goal is consistent with U. S. Office of Education priorities and consonant with the intent of Title IV to seek expanded knowledge on promising approaches with demonstrated effectiveness and to build upon the foundations of collaborative endeavor already in place.

This is the first nationwide study to examine the critical institutional interface between vocational education and Title IV prime sponsors. Other studies funded through the Department of Labor and the Office of Education have addressed LEA-CETA coordination efforts without special attention to vocational education or have examined vocational education-CETA coordination without a focused concentration on Title IV. Further, most studies have used a sampling approach to identify coordinated programs, while this study employed a nomination procedure to identify instances of exemplary coordination.

This volume is the first in a three-volume State of the Art report. The other two volumes of the State of the Art report are analytical and concentrate attention on common factors across programs. In addition to the State of the Art report, this study will produce a guide to serve as a handbook for implementing coordinative mechanisms and an audiovisual presentation to supplement the handbook. Two regional workshops will serve as a dissemination channel for major study products.

It is the intent of this first volume of the State of the Art report to provide a broad overview of vocational education-prime sponsor coordination under Title IV. While not all-inclusive, it provides a showcase for a variety of promising approaches identified by people in the field as exemplary coordinative efforts.

BENEFITS

This volume will help to overcome the present dearth of knowledge on evolving institutional linkages and will contribute to an improved awareness of the potential for integrative action to facilitate the transition from school to work. It is designed as a reference for practitioners interested in implementing or improving vocational education programs to serve disadvantaged youth.

Both the format of the program descriptions and the accompanying indices are geared to facilitating easy access to programs and information topics of interest. The program descriptions focus on the processes used in specific functional components. To further explicate the nature of coordination, the roles and responsibilities of vocational education and prime sponsors are individually described. The indices provided allow the reader to concentrate on particular program types without the necessity of perusing the entire volume. For example, if a reader is interested only in programs serving rural populations, a listing of such programs is provided under the index dealing with urban/rural designation. If the reader wishes to make a comparison of programs within a particular DHEW Federal region, this information is also readily available from the regional index. Additional indices cover target groups, type of prime sponsor, and funding source.

This volume provides heretofore unavailable insight into the scope and depth of on-going coordination efforts throughout the nation. Through its dissemination, this information can impact on the coordinative role that vocational education is playing and can play in alleviating the critical problem of youth unemployment.

METHODOLOGY

APPROACH

This study departs from the usual approaches to dissemination in two important ways: First, the study is not predicated on the assumption that existing programs as total entities could be transported to other locations having different sets of social, economic and political conditions. Rather, the emphasis is on dissemination of program mechanisms instead of total programs. These mechanisms are process-oriented and are descriptive of exemplary practices which transcend compliance with legislative intent. Exemplary coordinative practices are grounded in the particular context of the program which may impede or facilitate such practices. The project recognizes that the Vocational Education and Comprehensive Employment and Training systems are dynamic and vary greatly from one locale to another. The ultimate transportability of any coordinative mechanisms must reside in an emphasis on process rather than a static prescription of dollars and facilities. A second departure point for this study is the emphasis on disseminating information on interagency linkages rather than programmatic components such as curricula or instructional approaches. The result is an approach to coordination in terms of those linkage mechanisms that make effective coordination possible.

Coordination may be broadly defined as an alignment or association between vocational education and the employment and training service delivery systems. This alignment or association may be achieved through a number of mechanisms. As commonly conceived, however, mechanisms for organizational alignment have synonymously been referred to as linkages, couplings or articulation. Although the importance of this conception is not to be denied, coordinative mechanisms for the purpose of this study are more comprehensively defined to include those policies, procedures, programs, practices, rules and regulations that shape and direct the kind and quality of services offered to disadvantaged youth.

To fully operationalize the concept of coordination, it was necessary to delineate those areas where interagency coordination might logically occur. The perspective of this study was to focus on activities possible under the law, specifically activity/service areas embodied in the Title IV legislation. The six activity/service areas include: (1) administrative affairs, (3) outreach, assessment, counseling, and supportive services, (3) non-skills oriented training, (4) institutional occupational skills training, (5) work experience and on-the-job training, and (6) placement.

In order to define instances of exemplary coordination, standards were developed which described specific dimensions of vocational education-prime sponsor coordination. Twenty-eight standards reflecting exemplary coordination were derived and classified by the six activity/service areas. The standards were then used by nominators as criteria in the nomination of programs containing exemplary coordinative mechanisms. A wide spectrum of national agencies/organizations/associations that maintain field linkages with vocational education and/or CETA prime sponsors were requested to serve as nominators. Nominations were additionally solicited from the project directors of ten DOL-funded projects related to the identification of exemplary youth program models, DOL and DHEW regional offices, CETA State Supervisors, and State Advisory Councils on Vocational Education.

Contacts were made with each of the more than one hundred forty programs nominated to verify the performance standards for which the programs were nominated. Narratives were prepared by staff members for each program contacted. Narratives were then reviewed and programs in which there was no identified involvement of vocational education were dropped from futher consideration. Programs in which there was evidence of vocational education-CETA coordination under Titles other than Title IV were retained and are included in a separate section of this volume to give a more comprehensive picture of the state of the art of CETA-vocational education coordination. It should be recognized, however, that the principal intent of the study is to concentrate on vocational education-Title IV linkages.

Altogether, one hundred and eleven programs were retained for inclusion in this volume. Program descriptions were prepared for inclusion in this volume and were mailed back to the contact person at each site for final verification.

PROGRAM DESCRIPTION FORMAT

Each program is described according to a common format which contains a brief description followed by program textual material. Descriptions include title, location, educational agency, prime sponsor, funding, in-kind contribution, target groups and contact person. The text of each program is divided into several major topics, including: overview, role of vocational education, prime sponsor involvement, and program activities organized by the six activity/service areas.

A generic program description format is offered as follows to familiarize the reader with the general information available on each program and the nature of selected topical information:

TITLE
Familiar acronym and specific project name.

Location:	Primary city served by the program or location of administrative headquarters.
Educational Agency:	Local, regional, or State-level educational agency involved in program operations. With the exception of some non-Title IV programs, this is the education agency which is party to an agreement with the prime sponsor.

Prime Sponsor:	The name of prime sponsor as listed in the Federal Register, Friday, December 29, 1978, Part II. With the exception of programs not funded by CETA, this is the funding agent for the program.
Funding:	Identified sources and amounts of direct funding for fiscal year 1979.
In-kind Contribution:	Identified materials, services or staff salaries provided to the program. As administrative overhead for such items as facility use or office space was a typical contribution across programs, such contributions were not singled out for inclusion in this section.
Target Group(s):	Group(s) receiving special program efforts or focus. The listing does not imply that program enrollment consists solely of the designated group(s). Economically disadvantaged youths have not been designated as a target group since all Title IV-funded programs are to serve the economically disadvantaged.
Contact:	Name, address, and telephone number of individual with direct knowledge of the program.

OVERVIEW

The program overview explains the major thrust of program efforts. The overall organization of the program, number of students served, goals and objectives, and historical development are typically included.

ROLE OF VOCATIONAL EDUCATION

Final selection of programs for inclusion was based, in part, upon demonstrated involvement of vocational education. The vocational education linkages to the program are delineated in this section. Such linkages range on a continuum from use of certified vocational instructors or vocational facilities to enrollment of students in vocational skills training or cooperative work experience and administration of the program by vocational education agencies.

PRIME SPONSOR INVOLVEMENT

The nature of the prime sponsor's participation in the program is highlighted in this section. The level of involvement in development, administration, operation, and/or evaluation of the program is detailed.

PROGRAM ACTIVITIES

Program activities describe the procedures, techniques and methods followed in the delivery of services for each of the six activity/service areas. For programs where not all six activity/service areas are pertinent, the areas not descriptive of the program are excluded.

Administrative Affairs

The administrative affairs subsection is one of the broader and more encompassing of the six activity/service areas. Included in the descriptions is information on program planning, program improvement efforts, administration, policies, staff, and funding patterns.

Outreach, Assessment, Counseling, and Supportive Services

Activities in this subsection identify the initial point of contact with the client and the overall support offered throughout the program. Agencies and/or the positions of individuals with responsibility for the activities are designated as well as the procedures used.

Non-Skills Oriented Training

This subsection includes services provided by the program in basic academic and remedial education, GED preparation, occupational orientation and exploration, and/or life skills training.

Institutional Occupational Skills Training

Vocational skill training and assessment activities are outlined. Occupational training areas as well as procedures, time frames, and objectives for teaching the students are detailed. Job survival skills and pre-employment training efforts are also included.

Work Experience and On-the-Job Training

Both subsidized and unsubsidized work experience and on-the-job training activities are included. The awarding of academic credit for work, the linkages of work to classroom training, and the types of sites selected are examples of the information presented.

Placement

Placement efforts presented include in-program placement in subsidized and unsubsidized employment as well as post-program placement in employment or continued education. Direct placement, job development, job restructuring, and job creation efforts of the program are described.

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Tyngsboro, MA	II-312
Sikeston, MO	II-157
Las Vegas, NV	II-174
Provo, UT	II-315
Salt Lake City, UT	II-318

CETA Title IIA 4%

Montgomery, AL	II- 9
Denver, CO	II-305

CETA Title IIA 1%

Montgomery, AL	II- 9
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[1] Those programs having multiple funding sources are listed under each appropriate source heading.

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[1] The target groups listed are those receiving special program efforts or focus. The listing is NOT intended to imply that program enrollment consists solely of the designated groups.

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RURAL

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Montgomery, AL	II- 9
Kingman, AZ	II- 15
Thatcher, AZ	II-298
Tucson, AZ	II- 21
Little Rock, AR	II- 25
Denver, CO	II-305
Sanford, FL	II- 54
Lawrenceville, GA	II- 57
American Falls, ID	II- 60
Ottawa, IL	II- 71
Sycamore, IL	II- 76
Urbana, IL	II- 78
Indianapolis, IN	II- 83
New Albany, IN	II- 85
New Castle, IN	II- 88
Clear Lake, IA	II- 93
Keokuk, IA	II- 96
Bowling Green, KY	II-106
Jena, LA	II-109
Oberlin, LA	II-112
Denton, MD	II-118
Hagerstown, MD	II-121
Rockville, MD	II-123
Tyngsboro, MA	II-312
Holland, MI	II-133
Red Wing, MN	II-142
St. Paul, MN	II-145
Booneville, MS	II-150
Sikeston, MO	II-157
Plattsmouth, NE	II-167
Ralston, NE	II-170
Manchester, NH	II-177
Santa Fe, NM	II-185
Eden, NY	II-188
Devil's Lake, ND	II-204
Bellefontaine, OH	II-207
Erie, PA	II-221
Leesport, PA	II-224
Columbia, SC	II-239
Pendleton, SC	II-242
Spartanburg, SC	II-245
Pierre, SD	II-247
Nashville, TN	II-253
Palacios, TX	II-259
San Saba, TX	II-263
Danbey, VT	II-269
East Monpelier, VT	II-272
Montpelier, VT	II-275
Spokane, WA	II-286
Fairmont, WV	II-292
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[1] As determined by 1970 Census population figures of cities within the geographic service area of the program. Programs serving youth in urban and rural areas are listed in both categories.

Urban = Over 50,000 population
Rural = Under 50,000 population

PROGRAMS CLASSIFIED BY PRIME SPONSOR TYPES[1]

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Denver, CO	II- 38
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Denver, CO	II-305
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Wilmington, DE	II- 49
District of Columbia	II- 52
Chicago, IL	II- 66
Wichita, KS	II-102
Boston, MA	II-127
Minneapolis, MN	II-139
St. Paul, MN	II-145
St. Paul, MN	II-147
Lincoln, NE	II-164
Ralston, NE	II-170
New York, NY	II-191
Charlotte, NC	II-198
Portland, OR	II-215
Philadelphia, PA	II-227
Philadelphia, PA	II-230
Pittsburgh, PA	II-232
Providence, RI	II-236
Dallas, TX	II-256
Tacoma, WA	II-289

COUNTY

Montgomery, AL	II- 9
San Bruno, CA	II- 31
Denver, CO	II-305
Wilmington, DE	II- 49
Sanford, FL	II- 54
Lawrenceville, GA	II- 57
Bloomington, IL	II- 63
Evanston, IL	II- 69
Ottawa, IL	II- 71
Rockville, MD	II-123
Holland, MI	II-133
St. Paul, MN	II-145
Manchester NH	II-177
Westbury, NY	II-195
Springfield, OH	II-212
Allegheny County, PA	II-218
Erie, PA	II-221
Leesport, PA	II-224

CONSORTIUM

Birmingham, AL	II- 3
Montgomery, AL	II- 9
Tucson, AZ	II- 21
Placentia, CA	II- 29
Colorado Springs, CO	II- 35
Denver, CO	II-305
Springfield, IL	II- 74
Sycamore, IL	II- 76
Urbana, IL	II- 78
Evansville, IN	II- 80
Cedar Rapids, IA	II- 91
Machias, ME	II-309
Baltimore, MD	II-114
Hagerstown, MD	II-121
Tyngsboro, MA	II-312
Flint, MI	II-130
Traverse City, MI	II-136
St. Paul, MN	II-145
Las Vegas, NV	II-174
Albuquerque, NM	II-181
Eden, NY	II-188
Westbury, NY	II-195
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Palacios, TX	II-259
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Devil's Lake, ND	II-204
Pendleton, SC	II-242
Spartanburg, SC	II-245
Pierre, SD	II-247
Danbey, VT	II-269
East Montpelier, VT	II-272
Montpelier, VT	II-275
Fairmont, WV	II-292

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Gadsden, AL	II- 6
Montgomery, AL	II- 9
Flagstaff, AZ	II- 12
Kingman, AZ	II- 15
Thatcher, AZ	II-298
Little Rock, AR	II- 25
Denver, CO	II-305
Hartford, CT	II- 45
Indianapolis, IN	II- 83
New Albany, IN	II- 85
New Castle, IN	II- 88
Clear Lake, IA	II- 93
Keokuk, IA	II- 96
Ottumwa, IA	II- 99
Jena, LA	II-109
Oberlin, LA	II-112
Denton, MD	II-118
Red Wing, MN	II-142
St. Paul, MN	II-145
Booneville, MS	II-150
Cape Girardeau, MO	II-152
Columbia, MO	II-154
Sikeston, MO	II-157
Grand Island, NE	II-160
Plattsmouth, NE	II-167
Albuquerque, NM	II-181
Santa Fe, NM	II-185
Raleigh, NC	II-201
Bellefontaine, OH	II-207
Morristown, TN	II-250
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Philadelphia, PA	II-207
Columbia, SC	II-239
Provo, UT	II-315
Salt Lake City, UT	II-266
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CONCENTRATED EMPLOYMENT PROGRAM

Shell Lake, WI	II-295
Spooner, WI	II-324

UTE INDIAN TRIBE

Cortez, CO	II-303

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[1] As listed in the Federal Register, Friday, December 29, 1978, Part II. Programs involving more than one prime sponsor are listed under each applicable classification.

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REGION I

	Page
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Boston, MA	II-127
Tyngsboro, MA	II-312
Manchester, NH	II-177
Providence, RI	II-236
Danbey, VT	II-269
East Montpelier, VT	II-272
Montpelier, VT	II-275

REGION II

Eden, NY	II-188
New York, NY	II-191
Westbury, NY	II-195

REGION III

Wilmington, DE	II- 49
Washington, DC	II- 52
Baltimore, MD	II-114
Denton, MD	II-118
Hagerstown, MD	II-121
Rockville, MD	II-123
Allegheny County, PA	II-218
Leesport, PA	II-224
Erie, PA	II-221
Philadelphia, PA	II-227
Philadelphia, PA	II-230
Philadelphia, PA	II-328
Philadelphia, PA	II-331
Pittsburgh, PA	II-232
Norfolk, VA	II-277
Sandston, VA	II-280
Fairmont, WV	II-292

REGION IV

Birmingham, AL	II- 3
Gadsden, AL	II- 6
Montgomery, AL	II- 9
Sanford, FL	II- 54
Lawrenceville, GA	II- 57
Bowling Green, KY	II-106
Booneville, MS	II-150
Charlotte, NC	II-198
Raleigh, NC	II-201
Columbia, SC	II-239
Pendleton, SC	II-242
Spartanburg, SC	II-245
Morristown, TN	II-250
Nashville, TN	II-253

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Ottawa, IL	II- 71
Springfield, IL	II- 74
Sycamore, IL	II- 76
Urbana, IL	II- 78
Evansville, IN	II- 80
Indianapolis, IN	II- 83
New Albany, IN	II- 85
New Castle, IN	II- 88
Flint, MI	II-130
Holland, MI	II-133
Traverse City, MI	II-136
Minneapolis, MN	II-139
Red Wing, MN	II-142
St. Paul, MN	II-145
St. Paul, MN	II-147
Bellfontaine, OH	II-207
Columbus, OH	II-210
Springfield, OH	II-212
Shell Lake, WI	II-295
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REGION VI

Little Rock, AR	II- 25
Jena, LA	II-109
Oberlin, LA	II-112
Albuquerque, NM	II-181
Santa Fe, NM	II-185
Dallas, TX	II-256
Palacios, TX	II-259
San Saba, TX	II-263

REGION VII

Cedar Rapids, IA	II- 91
Clear Lake, IA	II- 93
Keokuk, IA	II- 96
Ottumwa, IA	II- 99
Wichita, KS	II-102
Cape Girardeau, MO	II-152
Columbia, MO	II-154
Sikeston, MO	II-157
Grand Island, NE	II-160
Lincoln, NE	II-164
Plattsmouth, NE	II-167
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REGION VIII

Colorado Springs, CO	II- 35
Cortez, CO	II-303
Denver, CO	II- 38
Denver, CO	II- 42
Denver, CO	II-305
Devil's Lake, ND	II-204
Pierre, SD	II-247
Provo, UT	II-315
Salt Lake City, UT	II-266
Salt Lake City, UT	II-318

REGION IX

Flagstaff, AZ	II- 12
Kingman, AZ	II- 15
Phoenix, AZ	II- 18
Thatcher, AZ	II-298
Tucson, AZ	II- 21
Los Angeles, CA	II-301
Placentia, CA	II- 29
San Bruno, CA	II- 31
Las Vegas, NV	II-174

REGION X

American Falls, ID	II- 60
Portland, OR	II-215
Spokane, WA	II-283
Spokane, WA	II-286
Spokane, WA	II-321
Tacoma, WA	II-289

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[1] Department of Health, Education, and Welfare Regions.

PROGRAMS CLASSIFIED BY EDUCATIONAL AGENCY [1]

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Placentia, CA	II- 29
San Bruno, CA	II- 31
Denver, CO	II- 38
Denver, CO	II- 42
Hartford, CT	II- 45
Wilmington, DE	II- 49
Washington, DC	II- 52
Lawrenceville, GA	II- 57
American Falls, ID	II- 60
Bloomington, IL	II- 63
Chicago, IL	II- 66
Evanston, IL	II- 69
Ottawa, IL	II- 71
Springfield, IL	II- 74
Sycamore, IL	II- 76
Urbana, IL	II- 78
Evansville, IN	II- 80
Cedar Rapids, IA	II- 91
Keokuk, IA	II- 96
Wichita, KS	II-102
Jena, LA	II-109
Oberlin, LA	II-112
Baltimore, MD	II-114
Denton, MD	II-118
Hagerstown, MD	II-121
Rockville, MD	II-123
Boston, MA	II-127
Flint, MI	II-130
Holland, MI	II-131
Minneapolis, MN	II-139
Red Wing, MN	II-142
St. Paul, MN	II-147
Cape Girardeau, MO	II-152
Sikeston, MO	II-157
Grand Island, NE	II-160
Lincoln, NE	II-164
Plattsmouth, NE	II-167
Ralston, NE	II-170
Las Vegas, NV	II-174
Albuquerque, NM	II-181
New York, NY	II-191
Bellfontaine, OH	II-207
Columbus, OH	II-210
Springfield, OH	II-212
Portland, OR	II-215
Philadelphia, PA	II-227
Philadelphia, PA	II-331
Philadelphia, PA	II-328
Pittsburgh, PA	II-232
Providence, RI	II-236
Dallas, TX	II-256
Palacios, TX	II-259
Norfolk, VA	II-277
Sandston, VA	II-280
Spokane, WA	II-283
Fairmont, WV	II-293
Spooner, WI	II-324

STATE EDUCATIONAL AGENCY

Montgomery, AL	II- 9
Tucson, AZ	II- 21
Little Rock, AR	II- 25
Denver, CO	II-305
Indianapolis, IN	II- 83
New Albany, IN	II- 85
New Castle, IN	II- 88
Bowling Green, KY	II-106
Machias, ME	II-309
St. Paul, MN	II-147
Santa Fe, NM	II-185
Raleigh, NC	II-201
Devil's Lake, ND	II-204
Columbia, SC	II-239
Pierre, SD	II-247
Morristown, TN	II-250
Nashville, TN	II-253
Salt Lake City, UT	II-318
Salt Lake City, UT	II-266
Danbey, VT	II-269
East Montpelier, VT	II-272
Montpelier, VT	II-275

REGIONAL EDUCATIONAL SERVICE AGENCY

Flagstaff, AZ	II- 12
Thatcher, AZ	II-298
Clear Lake, IA	II- 93
Ottumwa, IA	II- 99
Traverse City, MI	II-136
Eden, NY	II-188
Westbury, NY	II-195
Allegheny County, PA	II-218
Erie, PA	II-221
Leesport, PA	II-224
Spokane, WA	II-286

POSTSECONDARY EDUCATIONAL INSTITUTION

Gadsden, AL	II- 6
Colorado Springs, CO	II- 35
Sanford, FL	II- 54
Wichita, KS	II-102
Booneville, MS	II-150
Columbia, MO	II-154
Charlotte, NC	II-198

AREA VOCATIONAL SCHOOL

Cortez, CO	II-303
Tyngsboro, MA	II-312

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[1] Denotes educational agency involved in administration of the program. The term 'local educational agency' also refers to programs administered by multiple LEAs.

PROGRAMS CLASSIFIED BY EDUCATIONAL FACILITY TYPE [1]

HIGH SCHOOL

Birmingham, AL	II- 3
Flagstaff, AZ	II- 12
Kingman, AZ	II- 15
Phoenix, AZ	II- 18
Tucson, AZ	II- 21
Little Rock, AR	II- 25
Placentia, CA	II- 29
San Bruno, CA	II- 31
Denver, CO	II- 38
Wilmington, DE	II- 49
Washington, DC	II- 52
Lawrenceville, GA	II- 57
American Falls, ID	II- 60
Chicago, IL	II- 66
Evanston, IL	II- 69
Ottawa, IL	II- 71
Sycamore, IL	II- 76
Urbana, IL	II- 78
Evansville, IN	II- 80
Indianapolis, IN	II- 83
New Albany, IN	II- 85
Clear Lake, IA	II- 93
Keokuk, IA	II- 96
Ottumwa, IA	II- 99
Jena, LA	II-109
Oberlin, LA	II-112
Denton, MD	II-118
Rockville, MD	II-123
Flint, MI	II-130
Holland, MI	II-133
Traverse City, MI	II-136
Minneapolis, MN	II-139
Lincoln, NE	II-164
Plattsmouth, NE	II-167
Ralston, NE	II-170
Las Vegas, NV	II-174
Albuquerque, NM	II-181
Santa Fe, NM	II-185
Eden, NY	II-188
New York, NY	II-191
Raleigh, NC	II-201
Bellefontaine, OH	II-207
Columbus, OH	II-210
Allegheny County, PA	II-218
Philadelphia, PA	II-227
Philadelphia, PA	II-328
Pittsburgh, PA	II-232
Providence, RI	II-236
Pierre, SD	II-247
Nashville, TN	II-253
Palacios, TX	II-259
Provo, UT	II-315
Salt Lake City, UT	II-266
Danbey, VT	II-269
East Montpelier, VT	II-272
Sandston, VA	II-280
Spokane, WA	II-283
Spokane, WA	II-286

JUNIOR HIGH SCHOOL

Denver, CO	II- 42
New Albany, IN	II- 85
Holland, MI	II-133
New York, NY	II-191
Allegheny County, PA	II-218

COMMUNITY COLLEGE

Thatcher, AZ	II-298
Tucson, AZ	II- 21
Colorado Springs, CO	II- 35
Denver, CO	II-305
Sanford, FL	II- 54
Ottumwa, IA	II- 99
Baltimore, MD	II-114
Grand Island, NE	II-160
Charlotte, NC	II-198
San Saba, TX	II-263
Spokane, WA	II-283
Spokane, WA	II-321
Spokane, WA	II-286

JUNIOR COLLEGE

Gadsden, AL	II- 6
Booneville, MS	II-150

AREA VOCATIONAL TECHNICAL INSTITUTE/COLLEGE

Jena, LA	II-109
Machias, ME	II-309
Red Wing, MN	II-142
Columbus, OH	II-210
Pendleton, SC	II-242
Spartanburg, SC	II-245
Provo, UT	II-315
Tacoma, WA	II-289
Shell Lake, WI	II-295
Spooner, WI	II-324

AREA VOCATIONAL TECHNICAL SCHOOL

Little Rock, AR	II- 25
New Castle, IN	II- 88
Oberlin, LA	II-112
Baltimore, MD	II-114
Tyngsboro, MA	II-312
Cape Girardeau, MO	II-152
Bellfontaine, OH	II-207
Erie, PA	II-221
Leesport, PA	II-224
Philadelphia, PA	II-227
Providence, RI	II-236

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[1] Programs serving youth through more than one type of educational facility are listed under each appropriate category. Programs not involved in direct services to youth or through an educational facility are omitted. The term 'Alternative School' includes alternative programs operated at more than one location.

PROGRAMS CLASSIFIED BY EDUCATIONAL FACILITY TYPE [1]

AREA VOCATIONAL TECHNICAL CENTER

Wilmington, DE	II- 49
Bloomington, IL	II- 63
Springfield, IL	II- 74
New Albany, IN	II- 85
Hagerstown, MD	II-121
Traverse City, MI	II-136
Las Vegas, NV	II-174
Westbury, NY	II-195
Devil's Lake, ND	II-204
Columbia, SC	II-239

SKILLS CENTER

Gadsden, AL	II- 6
Montgomery, AL	II- 9
Bowling Green, KY	II-106
Sikeston, MO	II-157
Springfield, OH	II-212
Philadelphia, PA	II-227
Philadelphia, PA	II-331
Philadelphia, PA	II-230

SPECIAL EDUCATION CENTER

Allegheny County, PA	II-218
Morristown, TN	II-250
Fairmont, WV	II-292

ALTERNATIVE SCHOOL

Denver, CO	II- 38
Denver, CO	II- 42
Hartford, CT	II- 45
Cedar Rapids, IA	II- 91
Keokuk, IA	II- 96
Baltimore, MD	II-114
Boston, MA	II-127
Minneapolis, MN	II-139
St. Paul, MN	II-147
Cape Girardeau, MO	II-152
Grand Island, NE	II-160
Albuquerque, NM	II-181
Allegheny County, PA	II-218
Norfolk, VA	II-277

UNIVERSITY

Tucson, AZ	II- 21

ADULT EDUCATION CENTER

Springfield, IL	II- 74

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[1] Programs serving youth through more than one type of educational facility are listed under each appropriate category. Programs not involved in direct services to youth or through an educational facility are omitted. The term 'Alternative School' includes alternative programs operated at more than one location.

PROGRAM DESCRIPTIONS

The one hundred and eleven programs included herein are divided into three sections:

Section A Coordinated Vocational Education - Title IV Programs

Programs in this section are those identified as demonstrating coordinative mechanisms between vocational education and CETA Title IV.

Section B Coordinated Vocational Education - CETA Programs

Programs in this section demonstrate coordination efforts between vocational education and CETA titles other than Title IV.

Section C Coordinated Programs Between Vocational Education and Other Employment and Training Service Providers

These programs indicate vocational education coordination efforts with non-CETA employment and training service providers.

An alphabetical listing of programs by 1) state, 2) city and 3) program title within city has been utilized within sections.

SECTION A

Coordinated Vocational Education-Title IV Programs

II- 3

THE YOUTH EXPERIENCE TRAINING PROGRAM OF THE JEFFERSON COUNTY BOARD OF EDUCATION

Location:	Birmingham, Alabama
Educational Agency:	Jefferson County Board of Education
Prime Sponsor:	Birmingham Consortium (Jefferson County)
Funding:	$314,706 - Title IV
Target Group(s):	Urban, in-school youth
Contact:	Mr. Stanley Francis Jefferson County Board of Education A-400 Courthouse Building Birmingham, Alabama 35203 (205) 325-5618

OVERVIEW

The goal of the Youth Experience Training Program is the eventual employment in the private sector of sixty percent to seventy-five percent of the program completers. During the school year students are enrolled in regular vocational programs in areas of their interest for skills training two to three hours a day. Half a day is then spent at a work experience site performing tasks related to their in-school training. During the summer the students work full time at job sites in the public or non-profit sector.

ROLE OF VOCATIONAL EDUCATION

Vocational education teachers, facilities, and equipment are being used for vocational skills training in this program. The work experience component of the program is considered an extension of the regular cooperative program of the school system. The Project Director, who initiated the program, is a former vocational education director.

PRIME SPONSOR INVOLVEMENT

Prime sponsor representatives from the Area Manpower Consortium were involved in joint planning efforts prior to program implementation. CETA staff members participate in monitoring and evaluation activities. A joint committee of vocational education and CETA representatives meets on an ad hoc basis for the resolution of problems that arise.

PROGRAM ACTIVITIES

Administrative Affairs

The Program Director is an administrative assistant with the Jefferson County Board of Education. His earlier experience as a vocational education director provides the distinct advantage of an understanding of the needs of disadvantaged students for training and schools for program extension and expansion. His present position allows for effective county-wide program planning, development and implementation involving the schools and CETA. Day-to-day administration of the program involves the Director, the two program coordinators, and an individual responsible for the transportation of students to and from work sites.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and selection of participants are handled by the Youth Opportunities Center (YOC) under the Department of Industrial Relations. Application forms are distributed by the schools to the students. The forms are then given to the YOC which takes responsibility for the screening procedure and choice of clients.

Guidance and counseling services are offered by two coordinators specially hired for this project. Transportation is provided for those students who would otherwise not be able to take part in the work experience programs. Provision of transportation also enables cooperative programs to be extended to schools where they had not been previously available.

Non-Skills Oriented Training

Remedial education is available to CETA students as a part of the regular school program. Referrals are made as necessary by the program staff.

Institutional Occupational Skills Training

Students are assigned to regular vocational programs in which they have an interest. Two to three hours a day are spent in job skills training.

Work Experience and On-the-Job Training

Work experience slots related to the students' training programs are developed. The youths spend half a day at the work experience jobs, which are in the public or non-profit sector. Several positions are with the school system or small municipalities in Jefferson County. Wages are paid by the school system, which is reimbursed by CETA. Employers and school personnel understand that all work done by these students is to be related to their training programs. Academic credit is given for work experience at the rate of one credit per one hundred and fifty hours of work experience or training. This is similar to credit given for the other cooperative programs in Jefferson County.

Placement

Responsibility for placement of program completers lies with the Youth Opportunity Center.

PRE-VOCATIONAL PROGRAM FOR YOUTH

Location:	Gadsden, Alabama
Educational Agency:	East Alabama Skills Center
Prime Sponsor:	Balance of Alabama
Funding:	YETP; also Title II funding
Target Group(s):	Rural out-of-school youth
Contact:	William B. Tumlin, Director East Alabama Skills Center 100 East Broad Street Gadsden, Alabama 35902 (205)543-4623

OVERVIEW

The YETP-funded Pre-Vocational Program for Youth, operating in four eastern Alabama locations, offers academic and vocational assessment, counseling, GED preparation, or remedial skills, job "shadowing" activities, employability and job survival skill classes, and placement assistance to approximately seventy-five economically disadvantaged high school dropouts. The youths participate in classwork and other activities thirty-five hours per week for which they receive a training allowance at minimum wage rates. The twelve to fourteen-week program (length depends upon the individual needs of the student) prepares students for skills training programs or unsubsidized employment.

ROLE OF VOCATIONAL EDUCATION

A former vice president of the American Vocational Association (AVA) developed - and currently administers - this vocational program. William B. Tumlin identified pre-vocational training as a need of disadvantaged youth through his participation on AVA committees to study CETA program implementation in vocational education. As Director of the East Alabama Skills Center, a regional arm of the Skills Training and Education Program of the State Department of Vocational Education, Mr. Tumlin developed the program model and coordinated implementation efforts.

The East Alabama Skills Center, as the regional office of the Department of Vocational Education, has contractual responsibility for the program; project staff are, for the most part, vocationally certified and/or trained.

Snead State Junior College, as one of the four program sites, provides ample opportunity in the exploratory and job "shadowing" activities for students to learn about vocational programs offered on campus; several program completers have enrolled in skills training courses at the college.

PRIME SPONSOR INVOLVEMENT

Prime sponsor contact with the Director of the Skills Center or other program representatives occurs almost daily to discuss program changes, efforts, or problems. Considerable input has been provided by CETA planners and operations representatives from the Department of Industrial Relations (for the BOS) when new proposals have been written. CETA monitoring teams pay on-site visits quarterly to meet with administrators, teachers, and students and to review program reporting systems.

Local Employment Security Offices participate in outreach activities, eligibility screening and referral, administration and interpretation of the General Aptitude Test Battery (GATB), provision of supportive services, and placement into appropriate CETA training programs.

PROGRAM ACTIVITIES

Administrative Affairs

Project coordinators at each of the four sites handle day-to-day program operations; the number of program teacher/counselors varies from site to site depending upon the number of participants. The Director of the Skills Center has overall administrative responsibility and is in frequent contact with the coordinators. The Department of Vocational Education provides in-service training, assistance in policy development, and program improvement efforts.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and eligibility screening, as well as administration and interpretation of the Kuder and GATB, are handled by Employment Security. Other assessment instruments are administered by the project staff. Supportive services, such as medical assistance, are available through project funds or through other CETA funds from Employment Security, Alabama Vocational Rehabilitation Service and Mental Health Centers.

Non-Skills Oriented Training

Classes in GED preparation or basic skills are held Monday through Friday. Of thirty-seven youths at one site between February and September, 1978, twenty-six received GED's by the end of the program; several others will take the GED tests when they reach the age requirement of eighteen. GED fees are paid through program funds. Career awareness, orientation, and exploration activities are built into the pre-employment classes. A job "shadowing" component, consisting of observation of work sites in each of the thirteen major occupational areas, is a daily activity of the program. The participants spend from one day to two weeks (part of each day) on one observation site.

Institutional Occupational Skills Training

Job survival skills and employability skills are stressed during daily classroom sessions. Job interviewing techniques are improved through the playback of tape-recorded practice sessions. Role-playing is used extensively.

Placement

Program staff and Employment Security personnel coordinate placement efforts of program completers, who are generally referred to CETA skills training programs or vocational courses at the junior college. Unsubsidized employment referrals are made through Employment Security. Many are offered jobs as a result of the work observation activities with local employers.

STEP

Skills Training and Education Program

Location:	Montgomery, Alabama	
Educational Agency:	State Department of Education	
Prime Sponsor:	Balance of Alabama and five prime sponsors throughout the State	
Funding:	$ 500,000	Alabama State Legislature
	134,028	CETA, Title II, 1% set-aside
	264,650	4% set-aside
	2,234,874	6% set-aside
	4,413,076	Part B
	570,082	Part D
	1,404,103	Title III (Youth & STEP)
	349,214	Title IV, YETP

Contact:

James Northcutt
State Director
Skills Training and Education Program
State Department of Education
Montgomery, Alabama 36104
(205) 832-5960

OVERVIEW

The Skills Training and Education Program provides a mobile and flexible system of skills training to meet the needs of out-of-school populations. The program maintains six skills centers throughout the state and has the option of operating programs at the facility or using the center as an administrative organization to contract with other agencies to operate specific programs in locations where such programs are needed.

ROLE OF VOCATIONAL EDUCATION

Vocational education set-aside monies provide a large portion of the funding for STEP. Skills training is provided through skills centers year round in short-term training programs. The skills centers and associated programs were operated by the Division of Vocational Education when they were implemented under MDTA.

PRIME SPONSOR INVOLVEMENT

The prime sponsor serves several functions including monitoring and evaluating programs under contract with STEP. There are joint decisions made on the types of programs offered. The primary function of the prime sponsor is to be involved in planning. For instance, at the local level the prime sponsors provide labor market projections. The CETA directors in all the prime sponsor offices and the governor's office at the state level meet with STEP staff. The BOS prime sponsor meets at least quarterly with the district STEP offices. Each prime sponsor has a local planning body and, in addition, there are seven district manpower planning councils. These parallel the seven field offices of the Skills Training and Education Program.

PROGRAM ACTIVITIES

Administrative Affairs

STEP is set up as a program section within the Divison of Instructional Services, State Department of Education. The Division of Vocational Education for secondary programs is also a program section within the Division. Both sections report to the Assistant Superintendent of Instructional Services. STEP, through the skills centers, maintains a separate delivery system with its own facilities, instructors, and curriculum. STEP serves as the administrative unit, negotiating with the prime sponsor and subcontracting with LEAs and other agencies to provide training. Nonfinancial agreements outline the local services to be delivered. The local skills center director and local CETA staff are administratively responsible to STEP at the State level. In addition to the State level office, there are seven field offices which are involved in planning.

Outreach, Assessment, Counseling, and Supportive Services

Outreach for STEP is provided by the State Employment Security Office. Assessment is largely done by STEP staff in cooperation with vocational rehabilitation. Counseling is also provided through Employment Security. Supportive services are provided on an individual basis by local program staff through other community resources.

Non-Skills Oriented Training

Pre-vocational programs which provide orientation in a variety of vocational clusters are offered at the skills centers and funded by Title IV summer program funds. STEP staff at the State level develop their own curriculum materials for pre-vocational and other programs.

Institutional Occupational Skills Training

STEP has the ability to establish programs as they are needed. Equipment purchased with CETA funds can be moved around the state. For example, a welding program may be offered in a small town for one year. Large population centers' programs may continue for many years. When plans are established for training, people in the STEP district offices go to the LEA's to determine if equipment and facilities are available. In some cases, facilities may be rented if needed. Priorities for the type of training to be offered are established on labor market needs at the local level.

Placement

Placement for STEP is performed by the Employment Security offices.

YETP COMPONENT

Career Education Project for Coconino County

Location:	Flagstaff, Arizona
Educational Agency:	Educational Services Consortium for Coconino County
Prime Sponsor:	Balance of Arizona
Funding:	$63,000 - YETP
In-Kind Contribution:	LEA's provide salaries for one full-time and five part-time project coordinators.
Target Group(s):	Urban in-school youth
Contact:	Don Parsons Project Director Career Education Project P. O. Box 3098 Flagstaff, Arizona 86002 (602) 774-0623

OVERVIEW

The Career Education Project offers a range of career and vocational activities to grades kindergarten through twelve in the second largest county in the United States. Vocational cooperative students are frequently assisted in cooperative placement efforts by program staff; twenty-five of these students receive wages through YETP. In addition, program coordinators teach a Diversified Occupations class which focuses on the development of employability and survival skills as well as specific competencies needed in the student's job placement. The eight coordinators visit the schools to arrange career day activities, develop curriculum materials, implement special projects, and offer support services to teachers. The YETP activities are a small, but expanding, part of overall project efforts.

The Educational Services Consortium, which sponsors the Career Education Project, is a wide-reaching support service for six LEA's in Coconino County.

ROLE OF VOCATIONAL EDUCATION

Vocational cooperative students are placed in work experience positions matched to their program areas through the project.

The Diversified Occupations class, taught by program staff, prepares students for work through the development of positive attitudes and work habits.

PRIME SPONSOR INVOLVEMENT

Prime sponsor representatives are in frequent contact with the Project Director or staff members to discuss YETP activities or to jointly plan new projects.

The prime sponsor representative serves on the Advisory Council to the Educational Services Consortium. The Project Director serves on the Manpower Advisory Council.

PROGRAM ACTIVITIES

Administrative Affairs

Written agreements between the Educational Services Consortium and each of the six school districts in the county outline services, LEA in-kind contributions, and activities. The consortium has financial agreements with the prime for YETP funds and the State Department of Education for Career Education funds.

Career Education Project staff, consisting of a full-time coordinator and five part-time coordinators, are paid through LEA funds. Each coordinator works in the schools within an assigned LEA.

Outreach, Assessment, Counseling, and Supportive Services

Outreach activities for the cooperative component are performed by the coordinator with the assistance of vocational teachers and counselors in the schools. Assessment of vocational interests is based upon the student's chosen program area and interviews conducted by the coordinators. Eligibility screening is performed by the coordinator for the twenty-five YETP slots available through the project. Counseling is also provided by the coordinators.

Non-Skills Oriented Training

Life skills and career orientation activities are offered in the Diversified Occupations classes taught by program staff.

Institutional Occupational Skills Training

Job survival skills and employability skills training are offered in the Diversified Occupations class. In addition, specific skills (such as dealing with customers or business telephone use) are covered in the class depending upon individual needs of the students.

Work Experience and On-the-Job Training

The vocational cooperative students who receive assistance from the project coordinators are placed in public or private organizations in jobs matched to their vocational program areas. The twenty-five YETP-paid youths in this group are provided follow-up services by the coordinators. One credit per semester is awarded for the cooperative work experience.

Placement

Placements in the cooperative work experience positions are developed by coordinators through visits or telephone contact with area employers.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location: Kingman, Arizona

Educational Agency: Mohave Union High School District Number 30

Prime Sponsor: Balance of Arizona

Funding: $33,000-YETP

Target Group(s): Urban and rural in-school youth; in particular, handicapped and other special needs students

Contact:
David Wasson, Director
Career Education Project
515 West Beale Street
Kingman, Arizona 86401
(602) 753-6945

OVERVIEW

Approximately forty economically-disadvantaged students in three Mohave County high schools receive work experience and transition services through a YETP-funded program operated by the LEA. The county vocational coordinator, who serves as program coordinator, and three regular teachers hired part time by the project complete the staff. They assist the students by providing career information, testing and counseling, classroom training in job survival skills, tutoring in remedial education, work experience (matched to skills development courses for the vocational education participants), and indirect placement assistance following program completion. The students, five of whom are handicapped, remain in the program up to one year.

The YETP program is one of several career and vocational programs operated by the Career Education Project, a service unit established by three districts within Mohave County. Through other programs in the service unit, YETP participants have access to a media center, curriculum materials, counseling, and a range of supportive services.

ROLE OF VOCATIONAL EDUCATION

The Division of Vocational Education of the State Department of Education administers the YETP funds for this project through a contract with the Balance of State office. The state Vocational Education/CETA Coordinator, who serves as a liaison between the prime sponsor and the program operators, meets with the Mohave County Vocational Coordinator, who has local responsibility for the program, and the Director of the Career Education Project on a monthly basis to discuss program policies and activities.

Approximately one-half of the program participants are vocational education students who are placed in YETP work experience positions matched to their skills training courses.

Two of the three YETP coordinators are certified vocational education teachers employed by the school system.

PRIME SPONSOR INVOLVEMENT

Prime sponsor involvement in this program may be viewed at two levels: state-level coordination between the Department of Economic Security (for the BOS) and the Division of Vocational Education and local coordination between the local CETA office and program administrators. State-level contact occurs approximately monthly for the purpose of reviewing any changes in legislation or regulations which would affect the Mohave County program, as well as to exchange information on program activities. The local CETA representative maintains contact with the program operators to exchange information on all CETA programs in the county, labor market information, and student data affecting CETA programs.

PROGRAM ACTIVITIES

Administrative Affairs

The Mohave County Vocational Coordinator, who operates as part of the Career Education Project, has local administrative responsibility for the program. He determines policy and oversees activities with input from the Superintendent of Schools, the Director of the Career Education Project and the State Vocational Education/CETA Coordinator, who has state-level contractual responsibility from the Balance of State.

Three regular teachers in the targeted high schools are hired on a part-time basis by the project to provide services to the participants. The County Vocational Coordinator visits each teacher weekly to provide assistance.

Outreach, Assessment, Counseling, and Supportive Services

Newspaper, radio and school announcements and subsequent teacher, counselor, and self-referrals have been the primary sources of program applicants. YETP counselors and staff of the Department of Economic Security screen applicants for eligibility and refer selected students to the YETP coordinator for counseling. Referrals to other community services are also made by the YETP coordinator. Career testing and counseling, vocational interest assessment, labor market information, transportation, and child care are among the support services offered by the program.

Non-Skills Oriented Training

Career decision-making skills, remedial work in basic skills, and life skills ranging from personal hygiene to family problems are provided weekly during after-school training sessions and individual meetings with the coordinator. Workshops in the elimination of sex-role stereotyping are held for many of the participants.

Institutional Occupational Skills Training

Employability and job survival skills training is provided through the weekly classes and through small-group sessions with the coordinator. Job shadowing has been used to expand student awareness and interest in particular occupational areas.

Work Experience and On-the-Job Training

Work experience positions are developed through telephone and personal contacts by the YETP high school coordinators. Students work twelve to twenty hours per week in government and non-profit agencies throughout the community and are paid minimum wage by YETP funds. Work sites are visited often by the coordinators, who keep in touch with work supervisors regarding student progress.

Placement

Informal placement services are available to program completers through employer information and indirect referrals.

YEEP

Youth Education and Employment Program

Location: Phoenix, Arizona

Educational Agency: Phoenix Union High School District

Prime Sponsor: City of Phoenix

Funding: $760,000 - YETP
Vocational Education (P.L. 94-482)

Target Group(s): Urban in-school youth and dropouts

Contact: Ellen Kelman
Training Placement Specialist
Phoenix Union High School
512 Van Buren Street
Phoenix, Arizona 85044
(602) 257-2928

OVERVIEW

One thousand economically disadvantaged youth per year receive a broad range of services through the Phoenix Youth Education and Employment Program (YEEP), an LEA-operated project utilizing YETP and vocational education funds. Two basic components, each offering services according to the needs of different youth groups, comprise YEEP. The dropout component, centrally located at one high school, offers work experience and GED preparation plus transition services, including counseling, assessment, life skills, job survival skills, and placement. The citywide component provides work experience, counseling, and assessment to in-school youth throughout Phoenix high schools. An alternative school serves as a work site for some students in the citywide component. Students in the dropout component are matched to subsidized work experience placements in the public sector as part of the area vocational school cooperative programs and receive credit in the cooperative area.

ROLE OF VOCATIONAL EDUCATION

The State Department of Vocational Education provides funding to YEEP for the salaries of four cooperative education teacher-coordinators, for the purchase of curriculum materials, and for technical assistance in curriculum development or in-service training. The Director or Work Education and Diversified Occupations at the State level maintains frequent contact with the Project Director to provide assistance in program development. Materials and curriculum development are provided in part by the State Department of Vocational Education.

The Local Director of Occupational Programs has input into the program through meetings with the Project Director to discuss progress of the program and to assist in resolving problems.

The four cooperative education teacher-coordinators conduct classes in employability and job survival skill development for dropouts; this is a major focus of the classroom training in the dropout component. In addition, teacher-coordinators are responsible for supervising students on the job site. State cooperative training agreements are used as a contract between employers and students in the dropout component.

PRIME SPONSOR INVOLVEMENT

Prime sponsor planners have assisted the LEA through telephone contact and meetings since the initial stages of developing and implementing YEEP. Technical assistance to aid in interpreting regulations or implementing program changes as a result of changes in the legislation is available and frequently used. CETA monitors review monthly program data reports, pay on-site visits to program offices, and contact work experience supervisors on a regular basis.

PROGRAM ACTIVITIES

Administrative Affairs

The Project Coordinator supervises a staff of two training placement specialists, four basic skills teachers, seven youth advisors, four vocational teachers, and three clerical workers. Phoenix Union High School serves as the central facility for the program although the youth advisors circulate to other high schools and community agencies to meet with participants.

The Coordinator maintains contact with the Director of Federal Programs and the Director of Occupational Programs for the LEA to gain input into program operations as they relate to other LEA activities.

Outreach, Assessment, Counseling, and Supportive Services

Self-referrals, school counselors, court systems, CETA, and other community service agencies are the main sources of prospective student participants. Both individual and group counseling are provided by the counselors (youth advisors) who go to the various schools in the district to meet with the students in the various components of the program. Counselors provide referrals to other social service agencies or community resources as needed.

Non-Skills Oriented Training

Basic skills training in math, reading and English grammar in preparation for GED is provided for the dropout component. Students attend approximately twenty hours per week of classwork in basic skills. Students receive regular high school credit for the basic skills classes in case they want to return to the regular school system instead of working toward their GED.

Institutional Occupational Skills Training

Occupational survival skills training and occupational skills assessment are provided in the dropout component through a career vocational class. Students attend one class per day for which they receive vocational education credit. The class is taught by one of the four teacher-coordinators of YEEP. Subjects covered include career awareness, attitude towards work, work values, interviewing for jobs, proper dress, how to deal with employers, daily work habits, etc. Participants in the other components receive information of this type through the YEEP counselors at their schools. Students in the citywide component use the area vocational center as a training site.

Work Experience and On-the-Job Training

Work experience in non-profit organizations and agencies in the Phoenix area is provided for all participants. They work approximately twenty hours per week and receive their salaries from CETA. The YEEP counselors and the youth placement specialists provide placement services for the work experience. Follow-up is provided weekly either through visits to the job site or telephone contact. Supervisors on the job evaluate students every two weeks through a worker traits check sheet. In-school credit is awarded for the work experience obtained through the program.

Contracting is a method frequently used to maintain attendance. Typically, the teacher-coordinator in the dropout component or youth advisor in the citywide component would make the contract with the student. A student may agree to be at work each day for a week or agree to be at work on Monday. The contract would also spell out the consequences of non-performance. For example, the student may not be allowed to go to work for a week. Both parties sign the contract.

Placement

Placement services are provided by the two youth placement specialists in the YEEP program and by the teachers of the program. The placement goal is ninety-two students per year for those who have completed the program successfully (obtained their GED or high school diploma or planned to enroll in postsecondary program). The youth placement specialists develop jobs through telephone contact of area employers. The philosophy guiding selection of employers is that the job must be adjusted to fit the needs of the student and not vice versa.

TUCSON/PIMA SPEDY

Summer Program for Economically Disadvantaged Youth

Location:	Tucson, Arizona
Educational Agency:	Department of Education, Division of Special Program Services
Prime Sponsor:	Tucson/Pima Consortium
Funding:	$1,073,785 - (SYEP) 90,665 - Vocational Education, Disadvantaged Funds (P.L. 94-482)
Target Group(s):	In-school and out-of-school youth ages 14-21; urban and rural
Contact:	Trudy Rogers Education Program Specialist Department of Education Division of Special Program Services 1535 West Jefferson Street Phoenix, Arizona 85007 (602) 255-5485

OVERVIEW

The Tucson/Pima SPEDY incorporates skill improvement, career exploration and pre-employment skills training into an eight-week work experience program. Two thousand one hundred and fifty-eight youth between the ages of fourteen and twenty-one participated during the 1978 program. Work experience placements in public agencies consist of twenty-four hours per week at such places as Davis Mothan Air Force Base (the largest single employer for SPEDY). Participants may choose to spend part of their time in the program in week-long workshops offered at three locations: the Tucson High School Vocational Education Building, Pima Community College, and the University of Arizona. Workshops are conducted to assist the youth in learning about different careers, in developing employability and survival skills, and in improving skill areas.

Student wages and allowances for workshop attendance are paid through SPEDY funds. Among the groups represented by project enrollees are Spanish Americans and Native Americans. This program began as a Neighborhood Youth Corps-sponsored project in the summer of 1965.

ROLE OF VOCATIONAL EDUCATION

Vocational Education funds (P.L. 94-482) are used to provide some of the staff salaries for the SPEDY program. A recent reorganization meshed vocational education programs throughout the Department of Education. An educational program specialist with the Division of Special Program Services, Department of Education, provides assistance to Tucson Manpower Development, Inc., which has responsibility for coordination and implementation of the program.

Pima Community College participates in the workshop activities for SPEDY; teaching staff from the college may be hired to conduct workshops; classroom space is provided.

The Tucson High School vocational education building is the site for some of the workshops. The focus of these workshops is skill improvement in such areas as typing and office skills, and employability and survival skills.

Vocation cooperative credit is awarded to students from one of the participating high schools. These youth are matched in their placements to vocational education programs in which they enroll during the school year.

PRIME SPONSOR INVOLVEMENT

CETA representatives from the Tucson/Pima Employment Training Consortium are involved in the yearly planning meetings for SPEDY, throughout implementation stages, and provide technical assistance during summer program operations. Interpretation of regulations and clarification of financial requirements are frequent subject areas in which the prime assists the program operators.

The Department of Economic Security, subcontractor to the prime, provides one part-time staff person to assist in recruitment and placement.

PROGRAM ACTIVITIES

Administrative Affairs

Tucson Manpower Development, Inc. (TMD) contracts with the prime sponsor to administer the Tucson/Pima SPEDY program. SPEDY funds are used for administrative costs, enrollee wages, and supportive services. A separate contract between Tucson School District #1 and the Division of Special Program Services, Arizona Department of Education provides staff salaries for one program director, four work coordinators, one workshop coordinator, five workshop teachers, and twelve para-professional counselors.

Outreach, Assessment, Counseling, and Supportive Services

Students are referred to the program through teachers, counselors and principals or self-referral. Several community agencies, including Employment Security, have also acted as referral sources to the program. The project counselors visit the schools involved in the project a few months before the end of school to provide information to students and the education faculty. The screening agency for the program is Employment Security which determines eligibility status of prospective enrollees.

Non-Skills Oriented Training

Workshops are provided through subcontracts with the University of Arizona and Pima Community College to provide four-day, twenty-four hour workshops with an overall theme for the week, such as development of self-concept. Approximately fifteen to twenty students attend each workshop. Provisions for attending these workshops are made between the student, the employer and the placement counselor before the work experience of OJT begins at the first part of the summer. Students have the option of attending any of the workshops they would like. Workshops are held on either the campus of the community college or the University of Arizona. The school provides materials, trainers, films, and hand-outs through projects awarded by special program services, Arizona Department of Education.

Institutional Occupational Skills Training

A few of the workshops are designed for occupational exploration or to improve skills which the students need on the job, such as office skills of telephone use or typing, etc. In addition, employability and job survival skills are frequently stressed. Units on such subjects as attitude toward work, work habits, appropriate dress, etc. are presented.

Work Experience and On-the-Job Training

The work experience component is the major component of this program. Students are placed in public service agencies at minimum wage for eight weeks during the summer. There are a small number of OJT slots available with placements made in private industry (student salaries are still paid through SPEDY). As previously noted, one school district provides co-op credit for the work experience. Students are matched in their work experience placements to vocational education classes which they have taken during the regular school year. One other high school involved in the project provides academic credit for the work experience portion. Students in this school are monitored closely to determine whether they are meeting the school requirements set for obtaining credit.

Placement

Placements for the work experience and OJT slots are developed by staff members of Tucson Manpower Development, Inc.

DIVISION OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION/ BALANCE OF STATE YOUTH PROGRAMS

Location: Little Rock, Arkansas

Educational Agency: Division of Vocational, Technical and Adult Education, State Department of Education

Prime Sponsor: Balance of Arkansas

Funding:
$1,094,418-YETP
751,297-Title II, Vocational education set-asides

Target Group(s): Urban and Rural in-school youth

Contact:
James O. Dasher, State Supervisor of Exemplary Programs
Division of Vocational, Technical and Adult Education
State Department of Education
Little Rock, Arkansas 72201
(501) 371-1760

OVERVIEW

The Division of Vocational, Technical, and Adult Education is under contract with the CETA prime sponsor for the balance of state to implement and administer youth programs operated by the LEAs. A wide range of transition services (assessment, counseling, employability skills, GED preparation, coordination with community services, career awareness and exploration, job survival, basic living skills, and placement) plus work experience activities are provided through LEA/VE six percent set-aside funds. Three programs are described herein. Phase 36 assists dropouts in completing their education, developing employability skills, and providing placement. The Program to Identify Assess, and Develop Prescriptive Objectives for Disadvantaged Youth assists in the development of a detailed educational plan for each participating student. The Employability Skills Program (ESP) is designed to provide transitional services to all high school seniors.

ROLE OF VOCATIONAL EDUCATION

The Division of Vocational, Technical, and Adult Education, specifically the Department of Exemplary Programs, has administrative responsibility for the majority of YETP in-school funds for the BOS, State vocational education staff has been involved in planning, developing, implementing, and administering the program offering a wide range of services to youths.

Twenty-three area vocational technical schools are used as sites for providing services in several of the programs. The participating youth, who are frequently dropouts before entering one of the YETP programs, must be involved in GED preparation at the vocational technical schools in order to remain in the program. These youths are encouraged to enroll in skills training courses at the area school.

PRIME SPONSOR INVOLVEMENT

The involvement of the prime in CETA/VE coordination efforts in this state may be exemplified by the fact that the Director of the Division of Employment Development, State Department of Local Services, serves as Chairman of the National Advisory Council on Vocational Education. The Director, Mr. Jack Thiele, has considerable knowledge of vocational education beyond the aspects of CETA/VE coordination. Mr. Thiele is frequently involved in policy determination and program operation matters with vocational education administrators concerning the BOS youth programs.

Through CETA administrative funds, the prime provides part or full salaries of the three individuals in the Exemplary Programs Section, Division of Vocational, Technical, and Adult Education, who have primary responsibility for the BOS youth programs. These individuals maintain at least weekly contact with prime sponsor representatives to discuss program operations, problems, plans for expansion, etc. Prime sponsor planners have frequently been involved in the developmental stages of the various programs through meetings and telephone contact with the vocational education staff.

PROGRAM ACTIVITIES

Administrative Affairs

The State Supervisor for Exemplary Programs, who receives half salary through YETP and half vocational education, oversees statewide administration of the YETP in-school programs. Two Assistant Supervisors, whose salaries are paid in full by CETA monies, also coordinate program efforts. The Exemplary Programs section subcontracts with the LEAs for the program or programs to be implemented at the local level.

Outreach, Assessment, Counseling and Supportive Services

The Exemplary Programs section has developed and distributed brochures and informational literature on several of the programs. Student assessment and counseling are provided at the local level through the LEAs.

The Assessment Program, offered as a pilot project, serves economically disadvantaged and/or handicapped youth. Operated out of a mobile trailer, the program involves youth in sessions for two hours per day, five days per week for a total of four weeks. Participants complete up to thirteen work-sample modules from the Singer Assessment Program to determine vocational interest and aptitude; academic aptitudes and interests are also assessed. The project coordinators write a "prescription," that is, a plan for serving the youth's vocational needs.

Non-skills Oriented Training

Work sessions conducted in several of the program focus on citizenship, community participation, personal motivation, money management, decision-making and self-concept.

One program for dropouts (Phase 36) requires participants to enroll in GED preparation programs at the vocational technical school where program activities are held. These youths are encouraged to join Vocational Industrial Clubs in America (VICA) where they develop leadership and personal skills through group activities in local meetings and a statewide convention. Seventy-five participants attended the 1978 VICA Phase 36 State Convention.

Institutional Occupational Skills Training

High school dropouts are served at eighteen vocational technical schools through the Phase 36 program, which offers two weeks of workshops on such pre-employment skills as career decision-making, job survival, positivie attitudes toward work, etc. Workshops are conducted in program-funded mobile units or in the vocational-technical school. The project coordinators provide follow-up to youths as needed following the two weeks of active participation.

The Employability Skills Program offers a range of transitional services to high school juniors and seniors in high schools throughout the state. State-level coordinators travel to the schools desiring the program and conduct a series of workshops on such topics as "What An Employer Wants From An Employee," Getting Along on the Job," and "Job Advancement,"

Work Experience and On-the-Job Training

Work experience opportunities for economically disadvantaged youth are available through YETP pilot programs in several locations in the state.

Placement

Placement is offered to the youths who complete the Phase 36 program; project coordinators refer students to unsubsidized positions or postsecondary skills training programs. Job development, through telephone and personal contact of employers, is frequently used.

MAPS

Manpower Assessment and Placement System

Location:	Placentia, California
Educational Agency:	Brea Olinda Unified School District Fullerton Union High School District North Orange County Regional Occupational Program
Prime Sponsor:	Orange County Manpower Consortium
Funding:	$138,918 - YETP
Target Group(s):	Rural in-school youth
Contact:	Jack Knight Supervisor 974 Melrose Avenue Placentia, California 92670 (714) 632-8574

OVERVIEW

MAPS is a regional project which facilitates articulation of vocational education and CETA. The goals of the project are to provide assessment of students to facilitate placement in vocational training or employment and to develop a computerized placement system which allows for centralized information exchange between employers and eligible students. Both vocational education and manpower agencies have access to the system through computer terminals. Current enrollment in the system includes more than five thousand students.

The data bases in the system contain information on students and jobs and there are system routines available to match students to occupations or, conversely, occupations to students. Information available on students includes demographic data, vocational education courses taken, CETA participant characteristics (e.g., limited English-speaking ability), aptitude and interest test results, and job-related information (e.g., number of interviews student has had; miles student can travel to work). Information available on jobs includes employer name and address, job title and DOT code, contact person, number of interviews held for the job, and the job descriptive information.

ROLE OF VOCATIONAL EDUCATION

MAPS is a joint regional effort of four vocational education directors. Vocational information supplements the employment information to extend the system capabilities. Recently a data base of vocational programs has been added so that available classes can be matched as well as jobs. The guiding philosophy is that training should be based on students' needs for training. The vocational education directors hope to use MAPS for long-range planning.

PRIME SPONSOR INVOLVEMENT

The Manpower Commission is the administering agency for MAPS and is responsible for continued monitoring to determine program accomplishments. The prime sponsor collaborated with MAPS staff in the development of forms to be used with the system.

PROGRAM ACTIVITIES

Administrative Affairs

Program staff consists of a supervisor, computer operator, and a technician. A counseling van is available to take MAPS to community locations. Students and jobs are located geographically through a grid system. Location information is entered into the system to facilitate the matching process If the student accessing the system is CETA eligible, both subsidized and private sector jobs are displayed. For other students, only private sector jobs would be accessed.

Outreach, Assessment, Counseling, and Supportive Services

Career Guidance Specialists, Work Experience Coordinators, and Counselors in students' home high schools conduct assessments. Assessment focuses on interests, abilities, employment skills, and occupational needs. The assessment service is available to twenty-four high schools in participating districts. CETA eligible youth are identified through AFDC and Free Lunch lists. A pre-application process is used to determine eligibility and parents must sign off to agree that information on the students can be given to CETA.

Placement

A computer terminal at each school can be accessed by employers through a single phone call for all twenty-four schools. Students are matched to available jobs based on job skills, abilities, and interest. Students may also obtain lists of jobs from the computer. Job information available to students includes pay rate, hours of work, job skill requirements, and distances from the student's home. Only students with appropriate skills are referred to employers. Computerized records of placements are maintained to facilitate follow-up.

PROJECT ALIVE

Active Learning Involves Vocational Education

Location:	San Bruno, California
Educational Agency:	San Mateo Union High School District
Prime Sponsor:	San Mateo County
Funding:	$92,862 - YETP 2,414 - P.L. 94-482 (Subpart 3)
In-Kind Contribution:	LEA pays for one-half of the work site coordinator's time
Target Group(s):	Urban in-school youth
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OVERVIEW

Project ALIVE offers a three-phased program of career decision-making, career exploration, and career employment experience. The career decision-making phase lasts ten to twelve weeks during which students meet daily in class. Students are assisted to develop positive attitudes about themselves which assist them in learning about their interests, aptitudes, values and available occupational opportunities. They develop a series of occupational choices to explore in the second phase. During the career exploration phase, students spend two hours a day at a job site where they have the opportunity both to observe and obtain some hands-on experience. The exploration phase is guided by an exploration activity plan developed in conjunction with the employer. During the two- to eight-week period, students will have from one to four exploratory experiences. At the end of the second phase, students develop a career decision action plan. During the third phase, students have three options: (1) straight work experience in subsidized or unsubsidized positions; (2) a combination of work experience and vocational training; or (3) total vocational training.

The program operates in five of eight high schools. Twelve new students and sixteen carryover students participated in the high school where the program was first pilot-tested. There were also eight students from two other high schools. The second semester the program was extended to two additional high schools, one with eighteen participants and one with six students. The project was funded for thirty students but it is able over the life of the project to handle double that number as some of the students are placed in paid work positions.

ROLE OF VOCATIONAL EDUCATION

Project ALIVE is premised on the idea that before students go into vocational education programs they need to develop a positive attitude about themselves and the work world. They also need more information about career alternatives in order to make sound career decisions. The program develops in students the ability to make career decisions and to plan for the courses that they will need in order to get the skills to do the job they are interested in after school. The object is for them to be able to implement a career decision plan before they leave school and to choose appropriate vocational and academic courses to complement their skill needs.

Project ALIVE is part of the program of vocational education in the San Mateo Union High School District. It is organizationally housed and administered through vocational education channels and staffed with vocationally certified individuals.

PRIME SPONSOR INVOLVEMENT

In California, many prime sponsors contract with the County Departments of Education for all youth employment programs. In San Mateo County the San Mateo County Board of Supervisors as the prime sponsor contracts with the County Office of Education, Vocational Education divisions. As a result of Project ALIVE, the prime sponsor has altered a number of the YEDPA goals and objectives.

PROGRAM ACTIVITIES

Administrative Affairs

The San Mateo Union High School District Project ALIVE is operated on a subcontract basis through the San Mateo County Department of Education Vocational Education Department. The ALIVE project has resulted in closer coordination with the prime sponsor and its administrative wing, the County Office of Education, Vocational Division, and LEA's who provide services for disadvantaged and handicapped students.

One important component which has contributed to the operations of the program is the presence of an active local advisory committee. This committee is composed of students of the program, parents of the students, community-based organizations, four representatives from business and industry, one representative from the labor unions, one member from city government, two from San Mateo County Office of Education, and prime sponsor staff. This advisory committee helped to identify work and exploration sites in the community. Also, this committee assisted in obtaining private sector job sites, acted as a catalyst for community support, and assisted with student recruitment.

Outreach, Assessment, Counseling, and Supportive Services

Outreach is initiated through letters sent to parents in the community in both Spanish and English explaining the goals of the program. There is a large Latino population who do not apply for economically disadvantaged programs, and so the project community resource specialist goes out into the community to identify these people who may be in need of services. Additionally, lists at the school for various special programs are used in the identification process. These include a list of AFDC recipients, students in the ESEA special reading program, special education programs for the handicapped, and those participating in free lunch. Students submit applications to the program. They are given a fifteen-day trial period to determine if the program is going to serve their needs.

Before students are actually selected for the program, counselors are consulted to identify students who, beyond the disadvantaged criteria, are in need of motivation and information in order to stay in school. The counselors involved in the selection process are part of the regular school counselors and are not reimbursed as part of the project. Part of the counselors' involvement in identifying students is aimed at a further assessment of the needs of these students.

After two to three weeks, there is a parents' night to further explain the program to parents. This is one way of enlisting the parents' support in developing positive attitudes and in keeping the students in school.

The project works with social workers to see that supportive services are provided where needed. For example, the program contains foster children, abused children, at least four students where both students and parents have been referred to special psychiatric care, a pregnant student, students with drug problems, and emotionally handicapped students. Guidance/counseling is provided by the coordinator and the community resource specialist.

Non-Skills Oriented Training

The emphasis in the first phase of the program is on students' behavior modification and on their learning the process of career decision-making. During the second phase, an attempt is made to find a job site in a vocational cluster reflecting students' values, aptitudes and interests. Worker trait groups are used to identify appropriate areas for exploration. During the third phase, students are required to use public transportation to get from home to work so they they can learn to utilize the system effectively. Students also learn to meet the public they are serving, to work with adults, and to assume the role of a productive paid employee.

Institutional Occupational Skills Training

Occupational survival skills are a component of classroom training during the third phase. Students meet with the work site coordinator to discuss such topics as labor laws, elements of the "employment cycles" (how to find a job, how to hold a job, how to leave a job, etc.). Vocational training opportunities are an alternative for students during the third phase of the career employment experience. Students earn high school credit for training received at the community college or Regional Occupational Program training center.

Work Experience and On-the-Job Training

In audition to opportunities for work in the community, the project has been able to obtain some on-the-job training slots from the prime sponsor for phase three of the project. Employers who participate in providing work experience are involved in the development and implementation of a vocational training plan for each student.

In order for students to obtain academic credit for their work, they must meet the goals and objectives of the Work Experience Education Programs of the district. For the first and second phases of the program, they receive 5 units of elective credit. During the third phase of work experience, the credit comes under the competency-based management system for off-campus programs, and students may receive 5-10 units of credit for the third phase. The goals and objectives of the courses include performance objectives which the student must meet. It is the linking of the academic component with the work experience under the supervision of the school that enables students to receive academic credit.

Placement

Students are followed up on a periodic basis. The project continues to work with students after they leave the program if they need additional guidance or placement services.

VOICE

Vocational Interest and Career Exploration

Location: Colorado Springs, Colorado

Educational Agency: Pikes Peak Community College

Prime Sponsor: Colorado Springs - El Paso County Consortium

Funding: YETP

Target Group(s): Sophomores and juniors in fourteen urban school districts

Contact:
Jack Winchester, Director
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OVERVIEW

The VOICE program provides sophomores and juniors with opportunities for vocational exploration at a local community college. Students receive hands-on experience in two vocational areas for forty hours each during the school year. Two hours a day, four days a week are spent at the community college during exploration. Following exploration, students are placed in work experience or on-the-job training related to their identified interest. The goal of the program is to provide a transition to area vocational programs. A second phase has been planned in which juniors and seniors will be enrolled in vocational programs at the community college for half a day, five days a week for a maximum of two years.

The goal of the program is to develop a linkage to bring economically disadvantaged youth into vocational programs. The program is aimed at developing skills in areas of high demand locally. This is the fourth time that the VOICE program has been implemented and the number of students wanting to participate has exceeded the availability of slots.

ROLE OF VOCATIONAL EDUCATION

The availability of vocational training and exploration opportunities at Pikes Peak Community College was facilitated by the presence of the Director of the Vocational Program Center on the prime sponsor's Youth Council. The college helped to start the VOICE program, placing emphasis on training for occupations in high demand in lieu of courses traditionally favored by students which had fewer possibilities of leading toward employment.

PRIME SPONSOR INVOLVEMENT

The prime sponsor maintains a staff person who serves as liaison between the prime sponsor and the community college. This liaison visits the college on a daily basis to check on student problems and attendance. Additionally, the prime sponsor is responsible for intake, preparation of employability development plans, and the provision of direct placement services.

PROGRAM ACTIVITIES

Administrative Affairs

The prime sponsor maintains primary responsibility for running the VOICE program. There is an agreement with the college which is signed at the beginning of each fiscal year specifying the format of the VOICE program. Evaluations from the youth, the instructors and CETA staff are used to modify the concept on an annual basis. Changes made may include such things as the particular vocational areas offered, the amount of time to be spent in each vocational area, or the number of students to be served. The community college participates in monitoring and evaluation. The college provides evaluation tools, conducts student and faculty evaluations, and provides the information to the prime sponsor.

Outreach, Assessment, Counseling, and Supportive Services

The prime sponsor goes out to the schools to do intake in the fall for the in-school program and at the end of the year for the summer program. There is one person from each school assigned as a contact person with the prime. This person may be a counselor, a teacher, or community worker. Once the students have applied to the program, their economic status is evaluated and the prime writes an employability development plan. If more intensive evaluation is needed, CETA has an evaluation unit which will do two weeks of more intensive testing on the student. During the evaluation period the counselor counsels the students in terms of their career interests. Supportive services are provided to all CETA students who are enrolled in a program.

Non-Skills Oriented Training

Students who need assistance in reading or math can be referred to another program that is run at the college where they can receive remedial aid. This program is for all CETA students and is staffed by public service (PSE) workers employed by the college. Some vocational areas require higher functional levels, so the prime attempts to place students according to their needs.

Institutional Occupational Skills Training

The exploration component provides hands-on experience at the community college. Students attend the college in the afternoon following a full day of regular school classes. Students do receive high school credit for career exploration. The grades are sent from the college to the high schools. The prime deals with fourteen school districts and each one has a different formula although all of them to some extent are based on time spent per week. This is an elective credit. In Colorado it is the option of the high school principal as to how academic credit will be established, but it was noted that within the districts the methods seem to be fairly similar.

The youth remain at the college until the exploration component is completed. All tuition and books are paid for by the prime sponsor; there is no stipend during this time although the prime sponsor provides transportation in the form of bus tickets or gas coupons. At the completion of the exploration phase the student is placed in another component of the program which could be work experience or on-the-job training. In some cases where the person enrolled is a senior, further institutional training is encouraged and some people who have graduated have gone on to vocational training at the community college.

In the second planned phase of the VOICE program, juniors and seniors are enrolled at the community college vocational center for skills training on a half-day basis. Enrollment in the community colleges is controlled by the high school counselors. The prime sponsor has met with the counselors and they have agreed to cooperate. It is up to the interest of individual students to complete the enrollment process.

Work Experience and On-The-Job Training

Students receive credit for the work experience as well as the career exploration classes. Credit is awarded on a plan similar to one used for work study. Work experience is largely in the public sector. On-the-job training is in the private sector where CETA subsidizes half of the cost through the training period and the employer signs an agreement to hire the person at the end of the period if training has been completed successfully. Students must provide their own transportation during this part of the program as they are paid for work experience.

Placement

The prime sponsor is responsible for providing direct placement services, covering both work experience and on-the-job training opportunities.

DEAL

Denver Earn and Learn

Location:	Denver, Colorado
Educational Agency:	Denver Public Schools
Prime Sponsor:	Denver city/county
Funding:	YIEPP
Target Group(s):	In-school youth and drop-outs in an urban area
Contact:	Sharon A. Johnson DPS/DEAL Program Manager 900 Grant Avenue Room 404 Denver, Colorado 80203 (303) 837-1000

OVERVIEW

The goals of the DEAL Program are to improve academic achievement, attendance, and student self-image. As an entitlement program, the DEAL program guarantees a job to any youth who wants one on the condition that she/he remains in or returns to school. The Denver Public Schools have a subcontract with the prime sponsor to provide educational supportive services for yout identified and referred to the entitlement program.

A special emphasis in the DEAL program has been flexibility in dealing with student needs. The availability of staff on an as needed basis and incentive systems to reward attendance and academic performance have been hallmarks of the program.

ROLE OF VOCATIONAL EDUCATION

Vocational education teachers have taken a role in the coordination and issuing of credit. Initially students were awarded vocational education credit, but a special DEAL credit has since been established. The program manager has a background in vocational education. Enrollment in vocational education is encouraged and a number of DEAL students have been enrolled.

PRIME SPONSOR INVOLVEMENT

The prime sponsor, the Denver Employment and Training Administration, is responsible for intake, job matching, and placement. Bi-monthly meetings are held between the prime sponsor and DEAL staff. The prime sponsor has employees on nine of the ten teams which operate the DEAL program in the Denver schools.

PROGRAM ACTIVITIES

Administrative Affairs

The DEAL staff consists of the program manager and assistant manager. Teachers report to the administrator of the program. The Denver schools have a career resource center which has been staffed by a DEAL person referred to as a media specialist. This person is in charge of career education materials. There are ten teams; nine of these service the regular schools and the tenth team provides services to the alternative schools: an opportunity school which is vocational, a school for the handicapped, and a career education center. A typical team consists of four types of staff. First, there is a program liaison specialist. This person is the in-school program manager responsible for recruitment, enrollment, public relations and in-school staff development. Second, there is a paraprofessional or educational specialist for every two teams. To date, they have helped with the tutoring, needs assessment, dissemination, and development of a life skills inventory. Third, there is a career development specialist who is an assistant to the education specialist. There is one assistant for every one hundred students. They are responsible for counseling and referral and are the persons most directly responsible for the delivery of services to youth. The fourth person is the job coach or employment liaison, who is a Denver Employment and Training representative responsible for placement. Job coaches, who are Public Service Employees, keep the school informed about the student's progress on the job and where the student is to be placed.

On the tenth team, which is a pilot project at one school, the composition of the team is somewhat different. The team at this school has a program liaison specialist, education specialist, and career development specialist; but it also has seven of its own employment liaison representatives who are on the DEAL payroll. These persons serve in the same office with the DEAL staff. These are people who were recommended by the Denver public schools administration. They are not public service employees but their pay scale matches that of the Denver employment position and their activities are closely coordinated with the types of activities that the CETA staff perform on the other teams.

There is a once-a-month in-service education for all staff. There is a meeting with in-school program managers for policy and procedure update. There was a full week in the summer devoted to career education for the staff. There has also been a Title IX workshop. The head of the State Board of Community Colleges has talked about program experiences; CETA staff have talked about other opportuntities available for students; the alternative school representative has talked about training beyond high school; Internal Revenue Service has been available to instruct the staff on tax matters. In addition, a career resource center operated by the school has been provided a DEAL staff member. The educational specialists were originally hired to promote the Colorado Career Information System, but when that contract could not be negotiated the staff assisted in preparing a life skills survival unit for the students on such topics as how to fill out applications, etc. The program has put out a newsletter on a monthly basis to explain what the program is doing and to acknowledge the accomplishments of students. This serves both to communicate with students in the program and is a public relations device for other staff in the school.

Outreach, Assessment, Counseling, and Supportive Services

Outreach is done by the teams in the nine high schools and the tenth city-wide team. OIC and SER, who also subcontract with the prime sponsor, refer students to the program who want to come back into a regular school program. In turn, the Denver Public Schools channel students to OIC and SER who may not want to continue in a traditional program.

DEAL staff determine initial eligibility with enrollment and final determination done by prime sponsor staff. Individual needs assessments are also conducted by DEAL staff. Such needs may include not only curriculum deficiencies, but also a lack of job skills in which case the student may be referred to vocational education. Supportive services provided through DEAL staff may help a student get into a particular lab or some other special facility, depending on what exists in the school. For example, two students were taken out of a regular program and placed into special education.

Non-Skills Oriented Training

DEAL staff monitor both attendance and academic performance. The program operates on an incentive system where student achievement is awarded. For example, students may receive tickets to a sporting event. Special classes and tutoring are available to serve the in-school needs of youth. Some schools offer a regular school class for entitlement youths. Most schools, however, set up small group sessions or seminars. For example, in such small groups they may work on income tax. The alternative school for the handicapped may inititate a session on opening a checking acount. Some students in the entitlement program are in accelerated learning programs. For these students, there are alternative learning packages which they can proceed through at their own pace.

Work Experience and On-The-Job Training

A typical day for entitlement students is to attend classes from 7:30 a.m. to 12:30 p.m. The actual hours depend on the year in school and the number of credits the student is taking. Generally, the hours from 2:00 p.m. to 5:00 p.m. are spent on the work site.

Placement

Currently the prime sponsor is responsible for placement in the public sector and the National Alliance of Businessmen is responsible for placement in the private sector.

YOUTH EMPLOYMENT TRAINING PROGRAM

Location:	Denver, Colorado
Educational Agency:	Denver Public Schools
Prime Sponsor:	Denver City/County
Funding:	YETP
Target Group(s):	Junior high and high school dropouts in an urban area; ages 14-21
Contact:	Dr. Mary Ann Parthum Supervisor Denver Public Schools 900 Grant Street Denver, Colorado 80203 (303)837-1000 Ext. 2460

OVERVIEW

YETP in Denver provides exploratory work experience and career development for junior high students and combined vocational training and work experience for students in the area vocational school (Emily Griffith Opportunity School). There are two hundred slots in the junior high component and sixty slots in Opportunity School. As Opportunity School has an open door policy, close to two hundred students have been served over the life of the program.

ROLE OF VOCATIONAL EDUCATION

Vocational skills training is provided to students in Opportunity School. The junior high program is pre-vocational in nature, concentrating on occupational awareness and career employment experience.

PRIME SPONSOR INVOLVEMENT

The prime sponsor delegates primary responsibility for program operations to the Denver Public Schools. The prime sponsor, however, may make referrals to the program and performs intake including certification of eligibility. Responsibility for writing paychecks is retained by the prime sponsor, but the school district delivers the paychecks to enrollees.

PROGRAM ACTIVITIES

Administrative Affairs

At Opportunity School, YETP funds provide for two full-time vocational instructors, a community aide (paraprofessional tutor), a reading instructor, and a counselor; YETP also pays for fees, books, supplies, and tools for students enrolled at Opportunity School. In the junior high program, YETP pays for one hour of time daily beyond the school day for one part-time manager in each of eighteen schools. These in-school managers do job development, job placement, job monitoring and career development; they also take care of time cards and payroll. YETP also pays for one full-time manager who coordinates the junior high program and serves as liaison with the prime sponsor. Inservice education at the district career resource center acquaints instructors with the personnel and material resources available to assist with the career development of students.

At Opportunity School, the principal and the person in charge of Federal programs participated in the development of the program. The junior high portion of the program began in January, 1979. A grant administrator from the Denver schools worked with junior high personnel to develop the junior high program.

Outreach, Assessment, Counseling, and Supportive Services

Junior high participants are already in school and are identified by the school social worker and other persons in the school and by self referral. Students for the Opportunity School program may already be enrolled at Opportunity School or they may be referred by the prime sponsor. In either case, they are sent to the intake office of the prime sponsor, the Denver Employment and Training Administration. The prime sponsor is responsible for applications and certifying eligibility. After being entered into the program, students in the junior high program are individually assessed. These assessments include aptitude and interest tests which are usually administered by the counselor. Students in the Opportunity School are given a series of interest and aptitude tests and a chance to visit the on-going programs to explore their realities before making a final choice for placement. They are also given support services including help in passing the GED and transition services to work.

A unique portion of the junior high program is the presence of a part-time manager who serves as a student advocate. This person looks at the student record, assesses student accomplishments, and makes arrangements for supportive services from counselors or other resources. Among the managers are seven counselors, six cooperative work experience teachers, three industrial arts teachers, and two social workers. The mix of professional backgrounds of the managers is beneficial as each specialty brings an area of expertise to the program.

Non-Skills Oriented Training

Students at Opportunity School may earn a GED at the school or may transfer credits back to a regular high school to receive a high school diploma. This credit is based on both time in the program and competencies.

Institutional Occupational Skills Training

The program in Opportunity School offers specific vocational training for half a day plus work experience. Regular school credit, determined by the hours in the program, is available for the vocational training.

Work Experience and On-the-Job Training

Academic credit is also available to Opportunity School students for work experience. Students may receive one unit for 250 hours on the job in an approved supervised job situation. The junior high student may also receive credit for time on the job. Junior high students participate in part-time jobs up to fifteen hours a week in community agencies such as hospitals, libraries, schools, government offices and many others.

Placement

Placement for junior high school students is done by the part-time manager. The placement is, as stated, in community agencies. It includes the creation of jobs in some schools such as library or office assistant. Opportunity School utilizes a placement office that is located at the school. This office works with the vocational education counselor in placing the student in a job.

WORKPLACES

Location: Hartford, Connecticut

Educational Agency: Hartford Board of Education

Prime Sponsor: City of Hartford and Balance of Connecticut

Funding:

$525,000 - YETP (City of Hartford)
$175,000 - YETP (Balance of State)
$425,000 - Youthwork
$318,000 - Title XX, Social Security Act
$ 40,000 - Vocational Education
$345,000 - Community Development, Department of Housing and Urban Development
$200,000 - Private Sector
$250,000 - LEA
$175,000 - State Department of Labor
$250,000 - City bond issue
$175.000 - State Department of Commerce

Target Group(s): Urban in-school youth and dropouts

Contact:

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Coordinator of Career Education
Hartford Public School System
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OVERVIEW

Workplaces, an LEA-operated program with a broad base of financial support from the private sector and multi-level public sources, serves six hundred and forty high school juniors and seniors, particularly those having difficulty in the regular school system, and dropouts through the development of individualized plans for education and work. One academic center and six vocational centers located in different facilities throughout the city offer youth the opportunity to obtain skills training, academic education, and a range of services in non-traditional school settings.

Full-time participants attend classes in the academic center to complete graduation requirements or to improve basic skills. In addition, they are placed in vocational centers for part of the day for skill development and/or work experience activities in subsidized or unsubsidized positions.

Part-time participants include juniors and seniors in the regular high school setting who attend classes in the vocational center and/or receive work experience placements; dropouts may also receive partial services depending upon individual needs.

Assessment, counseling, career information, and supportive services are available to all participants.

Workplaces is open to youth of all economic categories, but CETA eligibility requirements must be met by those students placed in subsidized work experience slots.

ROLE OF VOCATIONAL EDUCATION

The Vocational Education Divison of the public school system operates the Workplaces program; administrative responsibility is held by the Director of Career Education (vocational education is part of the Career Education Department in Hartford).

State vocational education funds are utilized by the program for salaries of vocationally-certified teachers within the six vocational skills centers.

Students may be awarded credit toward graduation or certificates of competency for the classroom training.

PRIME SPONSOR INVOLVEMENT

Two prime sponsors, the City of Hartford and the Balance of State, provide funding to this program. Prime sponsor representatives provide in-service training for program staff on management information systems and interpretation of CETA regulations.

Eligibility screening for participants receiving stipends is provided by the prime sponsors.

PROGRAM ACTIVITIES

Administrative Affairs

Workplaces is administered by the LEA through the Career Education Department; overall responsibility for administration and operations lies with the Director of Career Education. Each of the seven centers--six vocational, one academic--has a manager who supervises staff, maintains program data, etc.

In addition to the numerous funding sources for this program, support is evident through participation of representatives from business and industry, public agencies, and community-based organizations on advisory boards serving each of the centers. The State Board of Education has given Workplaces 1076K status. Such status exempts teachers, administrators and other personnel from state certification requirements for an experimental period of three to five years. During that period the school system and the state agency will examine the desirability of developing new certification procedures for employees hired to work in school-based youth employment programs.

The LEA has reached agreement with the Hartford Federation of Teachers. The agreement allows the LEA to hire teachers for an eight hour day, twelve month year at the prevailing wage for that job in the community. The prevailing wage is determined through a bidding procedure. Three employers in the private or not-for-profit sectors are contacted. They submit bids ; the bids are averaged and the result is then tied into the regular teacher scale. Section K, as it is called, allows program operators to compete with industry for trainers and to compete with other organizations in the local environment for youth employment contracts.

Outreach, Assessment, Counseling, and Supportive Services

In-school students are recruited through presentations by program staff in the three Hartford high schools and by direct mail to students' homes. Out-of-school youth are reached through media advertising and referrals from CBO's. Extensive assessment is conducted to determine: need for remedial education, which vocational center to place each student in, interest in working for a high school diploma or certificate of competency (for those returning to school or failing), and counseling needs. Each program is highly individualized. Assessment and counseling services are available to all students. Workplaces issues its own certificate of completion and skills competency. The certificate establishes academic, skills, and attendance standards higher than those operating in the LEA's high schools.

Non-Skills Oriented Training

Students completing their high school diploma requirements or needing remedial education spend each morning or afternoon in the academic center, a separate facility in the city. Regular high school credit is awarded (except to those wanting only to improve skills through remediation).

Institutional Occupational Skills Training

Vocational skills training is offered in medical-related occupations, business and office occupations (including data processing), agriculture, communications, metal and electro-mechanical occupations, and automotive mechanics. One vocational center, located in a hospital, offers skills training and work experience placements within the hospital. Another center operates within the facilities of an insurance company and provides work experience slots within that company's offices. Each center also holds classes in employability and job survival skills.

Students not enrolled in the academic center attend their assigned vocational center every morning or afternoon and then work the rest of the day. Academic center students divide their vocational time (one-half day) between the assigned vocational center and work experience. The Workplace Career Centers operate a combination of small business enterprises in which youth and teachers produce products or deliver services on a fee for work basis. Funds from sales are reinvested back in the project or are used to pay student wages. The businesses are in Auto: engine repair, auto body repair, generator and alternator repair, and used car preparation and sales; Communications: printing and advertising; Electro-Mechanics: computer assembly; Metal Machining: non-production items; and Vocational Agriculture: plants and other horticultural items.

Work Experience and On-the-Job Training

Work experience slots providing students ten to twenty hours of work each week are paid by either the employer or CETA. Student work sites are matched to both assessment results and vocational training. Academic credit is awarded for work experience time. Regular staff contact with work experience employers serves to monitor student progress and to keep communication lines open between the program components and the student. Student readiness for work experience is determined by the vocational center manager.

Placement

Direct placement services for program completers are provided by the vocational center managers. As of 9/5/79, the placement rate in the health field is one hundred percent of completers; Auto placements are also one hundred percent. Insurance and Banking is at eighty-five percent; Electro-Mechanical at fifty percent; Communications at seventy-five percent.

YOUTH EMPLOYMENT DEMONSTRATION PROJECT

Location: Wilmington, Delaware

Educational Agency: New Castle County, Vocational-Technical District

Prime Sponsor: New Castle County and City of Wilmington

Funding: $315,000-YETP

Target Group(s): Urban in-school youth; Hispanic; handicapped, female offenders

Contact:
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Wilmington, Delaware 19801
(302) 655-2601

OVERVIEW

A Delaware YETP project offers work experience and/or skills training plus a range of transition services to over three-hundred youth in New Castle County. The program is considered the prototype for the Jobs for Delaware Graduates, Inc., which has received considerable support from Governor Pierre Dupont, as well as business, education, and labor leaders throughout the state.

The New Castle County program serves students in eight high schools and one vocational-technical center. There are specifically-designed program components for handicapped youth and incarcerated females. In addition, thirty-five inner-city Hispanic youth participate in the program.

Students participate on an extended-day basis (3:30-5:30 p.m., Monday through Friday) in skills training or work experience. Counseling, remedial education, employability and life skills training, and career education activities are offered during the school day.

ROLE OF VOCATIONAL EDUCATION

The New Castle County Vocational-Technical District serves as the administering agent for the YETP program.

The development of vocational skills is an integral part of the program. Certified vocational teachers are hired to teach the extended-day skills courses.

PRIME SPONSOR INVOLVEMENT

New Castle County and the City of Wilmington prime sponsors fund the program. CETA representatives maintain frequent contact with the program staff to discuss program operations, resolve problems, and monitor activities.

PROGRAM ACTIVITIES

Administrative Affairs

The program staff consists of a coordinator, four full-time and one part-time counselor, three full-time and one part-time job developers, a secretary, and part-time teachers hired for the skills training and remedial education classes. A school building serves as the project facility. Staff salaries are YETP paid. The LEA provides in-kind services of some space, equipment, and materials for the classroom activities.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and assessment activities are handled jointly by program staff and school personnel. Referrals frequently come from school counselors and teachers, who assist by providing assessment information. Educational, vocational, and personal counseling is an ongoing component of the program. Supportive services include transportation assistance and linkages with community agencies to meet individual needs.

Non-Skills Oriented Training

Remedial education in reading and math and career orientation are offered in the extended-day classes. Regular high school teachers are hired part time to work with the students.

Institutional Occupational Skills Training

Vocational skills training is offered to many of the students during the after-school classes. Regular high school credit is awarded; training allowances (YETP-paid) are provided.

Eight incarcerated females, who were to be released in the near future, were offered counseling and assessment until their release. At that time, they were offered subsidized skills training or work experience.

One of the young women, who is pregnant, will soon enter subsidized computer training and will continue to receive other program services.

Work Experience and On-the-Job Training

Work experience placements are developed in public and private agencies for many of the participants. The youth work after school and on weekends during the school year and up to full time in the summer.

Placement

Unsubsidized placements for youth who complete high school are provided through the efforts of the job developers.

WORK EXPERIENCE PROGRAM

Location:	Washington, D. C.
Educational Agency:	District of Columbia Public Schools
Prime Sponsor:	District of Columbia
Funding:	YETP SPEDY (SYEP)
Target Group(s):	Urban in-school youth
Contact:	Robert Mann, Director In-school Work Experience Program Armstrong Adult Education Center First and O Streets, N.W. Washington, D.C. 20001 (202) 673-6909

OVERVIEW

The D.C. Public School System provides work experience opportunities to six hundred youths per year through placement in public or non-profit agencies. The first week of the thirty-week program is devoted to an assessment period to determine the students' vocational interests and to attempt to match identified interests to work experience openings. Students work after school or on weekends up to twenty hours per week during the school year; many of the same students are placed during the summer months through the SPEDY program which is operated by the same office.

ROLE OF VOCATIONAL EDUCATION

The Career Development Division (which includes career and vocational education programs) of the public school system administers the Work Experience Program through a contract between the LEA and the prime sponsor.

Vocational counselors within the schools assist program efforts in the assessment phase by interviewing students to identify career interests.

PRIME SPONSOR INVOLVEMENT

The prime sponsor, acting through the D.C. Department of Labor, provides outreach and eligibility screening for the program. D.C.-D.O.L. Mini-Employment Centers, located in several city high schools, provide information on the program, recruit prospective participants, and screen students on income criteria.

PROGRAM ACTIVITIES

Administrative Affairs

The Program Director and staff (three counselors and four clerical employees) operate out of an adult education and alternative school facility of the school system. Administrators of the Career Development Division assist in policy determination and program development.

Outreach, Assessment, Counseling, and Supportive Services

In addition to the outreach and eligibility activities performed by D.O.L. staff in the Mini-employment Centers and assessment provided by school vocational counselors, the program offers career counseling to participants.

Work Experience and On-The-Job Training

Work experience placements in the public sector provide YETP-paid minimum wage salaries to the six hundred participants. Jobs matched to the students' career interest areas provide the opportunity to learn through actual experiences whether or not pursuit of the career area is desired.

Placement

The program staff develop many of the jobs through contacting local employers by telephone. Follow-up of the students during the work experience placements is provided a minimum of two times during the program year.

YOUTH EMPLOYMENT TRAINING PROGRAM

Location:	Sanford, Florida
Educational Agency:	Seminole Community College
Prime Sponsor:	Seminole County
Funding:	$203,400 - YETP
Target Group(s):	Rural, in-school youth, dropouts and high school graduates
Contact:	Russell Calvet Director of CETA Programs Seminole Community College Sanford, Florida 32771 (305)323-1450

OVERVIEW

Seminole Community College operates a classroom training project that provides several types of employment preparation. Classes include individual manpower training, high school or high school equivalency, prevocational training, and motivational skills. CETA participants may be mainstreamed into regular classes or enrolled in classes consisting entirely of CETA participants. Current enrollment in the program is seventy-one students.

ROLE OF VOCATIONAL EDUCATION

Vocational skills training is available to YETP participants following completion of their GED. A portion of the YETP participants have entered vocational skills training. Available courses include auto mechanics, air conditioning and refrigeration, LPN, business and office occupations, and many other vocational/technical programs offered on and off campus. Seminole Community College is the Florida State Education Department's designated Vocational Training Center for Seminole County.

PRIME SPONSOR INVOLVEMENT

The prime sponsor maintains an intake and assessment unit in-house. Although all initial assessments are performed under a Title IIB contract with Seminole Community College, assessment staff are located at the prime sponsor's office. CETA counselors are responsible for recruitment, selection, eligibility determination, and referral to appropriate education and training programs. CETA participants return to the prime sponsor for placement although Seminole Community College does some placement for vocational training.

PROGRAM ACTIVITIES

Administrative Affairs

The prime sponsor and YETP program staff jointly arrived at performance goals for the project. The project consists of a project coordinator, an assessment counselor, an instructor, and secretary. The counselor reports to the Project Coordinator but is organizationally responsible to the Director of Counseling. The instructor is funded through CETA but is organizationally responsible to the Dean of Instruction. Project funds support direct administrative costs and instructional costs for training areas most frequented by CETA participants as well as services such as child day care.

Outreach, Assessment, Counseling, and Supportive Services

The prime sponsor office is responsible for initial assessment, intake, and referral to the YETP program. Following eligibility screening by CETA counselors and referral to the community college, students undergo an extensive assessment program conducted by the college's assessment center. This program includes aptitude and interest testing in vocational areas as well as general education and culminates in the development of an employability program.

Non-Skills Oriented Training

Following assessment, YETP students are referred to the most appropriate area: GED, basic education, vocational skills training or some combination of these areas.

Institutional Occupational Skills Training

Programs are competency-based and certificates identify the specific competencies students have reached. If the community college does not have a program available in the occupational area in which a student has shown interest and aptitude, the community college occasionally may subcontract with a private agency to provide that specific training. One example of this is cosmetology, which has been made available to a small number of students through a private agency, sub-contracted with the community college. The tuition and fees to the private agency are paid by YETP, but are handled by the community college.

Placement

YETP students have direct placement services available to them through the director of the CETA office and his staff and the Florida State Employment Service.

CVAE

Coordinated Vocational Academic Education

Location: Lawrenceville, Georgia

Educational Agency: Gwinnett County Board of Education

Prime Sponsor: Gwinnett County

Funding: Vocational Education, Disadvantaged Funds (P.L. 94-482)
Title IV

Target Group(s): Rural in-school youth; potential dropouts

Contact:
Marion Scott
Director of Vocational Education for Gwinnett County
52 Gwinnett Drive
Lawrenceville, Georgia 30245
(404) 963-8651

OVERVIEW

The Coordinated Vocational Academic Education (CVAE) Program in Lawrenceville is one of one hundred and fifty CVAE programs throughout the state of Georgia. Up to forty-five academically and/or economically disadvantaged high school students identified as potential dropouts receive remedial education, vocational skills training, work experience, counseling and pre-employment skills during the one-year program. Daily classes taught by a specially-trained CVAE teacher provide a series of units on life adjustment and employability skills; the daily sessions also offer opportunities for career, academic, and personal counseling. Remedial education in math and language arts is taught by two regular high school teachers who work on the CVAE program team. Enrollment in vocational classes, a program requirement, provides entry-level skills development; placement in subsidized or unsubsidized work experience positions enables students to sharpen their vocational skills.

The Lawrenceville CVAE program has maintained records which indicate the success of the program in reducing absenteeism and the dropout rate, improving academic skills, and in mainstreaming disadvantaged students into vocational education programs.

ROLE OF VOCATIONAL EDUCATION

The State Department Office of Vocational Education, Special Needs Section, administers the vocational education set-aside monies for the disadvantaged, the major source of funding for the one hundred and fifty CVAE programs in the State. The State Department provides in-service training, resource materials and curriculum guides, program evaluation, and overall policy determination.

The Local Director of Vocational Education for Gwinnett County, as the local-administrator for the program, serves as the liaison between State vocational education and the program staff.

Vocational education skills training is offered to all CVAE students through a requirement that participants must be enrolled in at least one vocational education class.

PRIME SPONSOR INVOLVEMENT

The prime sponsor provides work experience opportunities to CVAE students who are economically disadvantaged. Placement in public service positions, follow-up, and student wages are the responsiblity of the CETA representatives, who maintain frequent contact with the CVAE teacher.

PROGRAM ACTIVITIES

Administrative Affairs

Administrative efforts are coordinated by the Local Director of Vocational Education and the Special Needs Section of the State Department of Education. The CVAE teacher, who serves as CVAE coordinator at the high school, and the two remedial teachers meet regularly to discuss program operations and individual student plans. The CVAE teacher works full time for the program. The two remedial education teachers are paid through program funds for program work beyond the regular school day.

CVAE teachers are required to complete graduate-level teacher-training programs specially designed for CVAE; in addition to the six-week summer training required, the teachers are encouraged to continue graduate study in CVAE training programs.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and assessment are handled by the CVAE teacher, who provides information on the program through printed materials or in school staff meetings. Assessment of academic skills through the Georgia Criterion Reference Test is required for all enrollees; according to State CVAE requirements, participants must be two levels below their assigned grades in language arts or math. Group or individual counseling is provided by the CVAE teacher or the regular school counselor.

Non-Skills Oriented Training

Remedial education in language arts and/or math is taught by the CVAE team teachers. Academic credit is awarded for the remedial classes which may supplant regular language arts or math classes. Pre- and post-tests are administered to determine student progress.

A statewide youth club, specially developed for CVAE, provides training in leadership skills and personal development for those students who choose to participate in the club. Local and statewide meetings of the Vocational Opportunities Clubs of America (VOCA) provide a wide range of activities for the students.

Institutional Occupational Skills Training

Skills training in regular vocational education classes is a strong focus of CVAE. Participants must enroll in at least on vocational education class which is matched, when possible, to a work experience position.

The regular CVAE class, which awards elective credit to the students, focuses on employability and job survival skills such as job expectations, interviewing techniques, work attitudes, etc.

Work Experience and On-the-Job Training

Work experience for participants is gained where appropriate through placements matched, when possible, to the student's vocational program. Economically disadvantaged students may be placed into private sector jobs or may be placed in public service, non-profit agencies. Students employed in the latter category are paid through CETA.

Placement

Placement of many of the economically disadvantaged students in the work experience positions is provided by the CETA office. The program teacher, through coordination with vocational teachers, places the remaining students in unsubsidized positions.

THE STUDENT STORE

Location:	American Falls, Idaho
Educational Agency:	The American Falls Joint School District No. 381
Prime Sponsor:	Idaho Statewide Consortium
Funding:	$50,000 - YCCIP
Target Group(s):	Rural in-school youth and dropouts
Contact:	Supt. Dan Whitacre, Project Director The Student Store 541 Fort Hall American Falls, Idaho 83211 (208) 226-5578

OVERVIEW

The American Falls Program offers skills training, work experience, counseling, and support services to twelve participants. The youth, eleven in-school students and one dropout, work in the Student Store, a school-operated concern which sells arts and crafts items on consignment from individuals in the community. The Student Store is a part of the regular curriculum at American Falls High School; participants are awarded academic credit for the classroom component or may prepare for their GED exam. The students, of whom four are Mexican-Americans and two are American Indians, combine classroom training in sales, merchandising, and management techniques with actual operation of the store. In addition, one to two-week placements in local businesses for further experience have been developed for all students. The purposes of the program are to encourage students to remain in or return to school and to teach them skills in retail store operation. The Superintendent of Schools, who has been actively involved in the project from its inception, has hopes that the downtown store will eventually become self-supporting. Local businesses have donated, or rented at minimum cost, some of the equipment for the store and have been involved through the short-term work experience placements and representation on the Board of Directors for the program.

ROLE OF VOCATIONAL EDUCATION

The traditional concepts and activities of distributive education are found in the Student Store program; participants receive skills training in sales, store management, and merchandising and have the opportunity to apply those skills in a work environment. Pretests determine entry for each of the 18 merchandising objectives. Post-tests determine 80 percent or higher mastery.

PRIME SPONSOR INVOLVEMENT

The prime sponsor provided input into the development of the program when approached by the Superintendent of Schools and the local teacher who became the first Program Manager. The CETA office continues to provide technical assistance through interpretation of regulations and through assisting the LEA in making programmatic changes.

PROGRAM ACTIVITIES

Administrative Affairs

The day-to-day administration of the program is handled by the store manager/teacher and the program manager, both of whom are certified teachers paid through YCCIP funds. Overall responsibility rests with the Superintendent of Schools. Policies of the program (objectives, activities, penalties for tardiness or absenteeism of the participants, etc.) are determined during monthly meetings of the Board of Directors, made up of the Superintendent, program staff, all program participants, the CETA representative to the program, and representatives from the Chamber of Commerce and the Retail Clerks Association. Student participation in policy determination is considered an important learning experience.

Outreach, Assessment, Counseling, and Supportive Services

Program referrals are made by the guidance counselor at the school or through the local employment office. Eligibility screening is provided by the prime sponsor; in addition to economic status, prospective participants must indicate a spoken interest in retail store operation, and be between the ages of 16 to 21. Counseling sessions are held by the two staff members on an individual or small-group basis in personal, educational, and occupational areas.

Non-Skills Oriented Training

The non-skills training units include remedial work in basic economics and basic math skills, self-analysis, and values.

Institutional Occupational Skills Training

Skills training units on pre-employment and supervisory skills, management and ownership, sales techniques, telephone procedures, and safety procedures are directly applied when the youth go to work in the Student Store. With the class work and job experience occurring in the same location under supervision of the store manager/teacher, problems may be resolved quickly.

Work Experience and On-the-Job Training

Work experience may be obtained two ways: (1) During the school year, all participants work up to three hours per day or a full work day on Saturday in the Student Store in sales, merchandising, or managing the store. Job assignments are rotated among the participants to ensure skill development in each area. Participants may work full or part time during the summer months. (2) Several of the students have gained work experience through a cooperative effort with other local businesses. Students are placed in a local store for one hour a day from one to two weeks in order to learn the business practices of the store as well as specifically-assigned job tasks; businesses involved at this time include clothing stores, a flower shop, a sports center, and a department store. Participants receive the minimum wage (through YCCIP) for the work experience hours in the store and the local businesses.

Placement

Jobs for the work experience component in local businesses or for permanent placement of completers are located through the efforts of the store manager/teacher and the program manager. Job development or job creation activities are frequently supported through the assistance of community leaders serving on the Board. A few of the students have received permanent job opportunities as a result of the work experience component in local business.

BLOOMINGTON AREA VOCATIONAL CENTER

Location:	Bloomington, Illinois
Educational Agency:	Bloomington Public School System
Prime Sponsor:	McLean County
Funding:	$55,372 - YETP
Target Group(s):	Urban in-school youth; potential dropouts
Contact:	Daniel Swanson, Manager Bloomington Area Vocational Center 1202 East Locust Bloomington, Illinois 61701 (309) 827-6124

OVERVIEW

YETP funds are used by the Bloomington Area Vocational Center (AVC) to provide skills training, work experience and transition services to economically disadvantaged youth. Non-disadvantaged students may receive skills training and transition services through the program.

The vocational center operates in the same facility as an alternative school for the LEA; alternative school students, many of whom are potential dropouts and/or disciplinary cases, are frequently referred to the YETP program.

Of the six hundred students served by the AVC, seventy-eight are involved in YETP activities.

Depending upon individual needs, students may be placed in vocational cooperative programs, a job survival skills class developed for YETP students, work experience up to twenty hours per week, or job "shadowing" activities.

ROLE OF VOCATIONAL EDUCATION

The Local Director of Vocational Education administers the AVC/YETP program. The AVC/YETP program provides classroom vocational skills training, and in many cases vocational co-op experiences, to the majority of the participants.

Program teachers are vocationally certified and are employees of the vocational center. AVC administrators serve on the Youth Advisory Council and the Manpower Council in the area.

PRIME SPONSOR INVOLVEMENT

The County Board of Supervisors serves as the prime sponsor. The Director of CETA Services in the county is a former staff member of the AVC/YETP program; his experience in the program has afforded a unique working relationship between the prime and the vocational center.

The prime sponsor representative, usually the CETA Director, meets on a monthly basis with representatives of the AVC at the Manager or Local Director levels to review program activities to determine policy and to plan and develop new proposals.

Student wages for work experience are paid through the prime sponsor's office.

PROGRAM ACTIVITIES

Administrative Affairs

The Local Director of Vocational Education, as administrative official of the program, deals frequently with the AVC Manager who has responsibility for day-to-day activities of YETP. The School Board provides some guidance in policy matters or expansion activities. Administrative costs of operating the program (facility, utilities, administrator's time, etc.) are provided to the AVC at the rate of eight percent of the total grant.

The three YETP-paid staff members are referred to as teacher-coordinators who report to the Manager of the Area Vocational Center; the teacher-coordinators are a regular part of the seventeen-member teaching staff of the AVC.

Outreach, Assessment, Counseling, and Supportive Services

Referrals to the YETP program come primarily from school counselors, principals and teachers. Career counseling, career information and interest assessment services are provided to all YETP participants by counselor-coordinators. Eligibility screening is conducted by the counselor-coordinators and reports are forwarded to the prime sponsor for monitoring. Individualized plans are developed for each participant during the assessment period.

Non-Skills Oriented Training

The one-hour daily class offers activities in personal development, positive attitudes, and similar areas.

Institutional Occupational Skills Training

Employability skills and job survival skills are emphasized in the Cooperative Work Training daily class. Co-op credit is given for the class as well as for work activity.

Work Experience and On-the-Job Training

Work experience activities in the private sector include such jobs as custodial and maintenance, food service, mechanics, clerical, and child care. Students work twelve to fifteen hours per week at minimum wage. All salaries are paid by YETP, and students receive co-op credit.

Placement

Placement assistance is provided through the individual schools; program counselors frequently provide employer information and indirect referrals.

CAREER INTERNSHIP PROGRAM

Location: Chicago, Illinois

Educational Agency: Chicago Board of Education

Prime Sponsor: City of Chicago

Funding: $10,261,999 - Title IV - (includes $7,853,695 to fund summer 1979 program)

Target Group(s): Urban in-school youth; ages 14 up

Contact:
Phil Viso, Assistant Superintendent of Vocational Education
Chicago School System
228 North La Salle Street
Room 642
Chicago, Illinois

OVERVIEW

The Board of Education of the City of Chicago implements two career internship programs through the Mayor's Office of Employment and Training. The first of these, the In-School Work Experience Program, provides, during the regular school year, work experience to a minimum of 1,000 economically disadvantaged youth who are between fourteen and nineteen years of age. The program enhances the employability of participants through the development of good work habits and basic work skills. During the school year, participants are permitted to work a maximum of twelve hours per week for forty-two weeks. During the summer they may work a maximum of twenty-five hours per week for ten weeks. The second program, Youth Employment and Training Programs Work Experiences and Career Internship Programs, provides job preparation experiences in forty-five schools for an estimated 1,000 students who are in the tenth through twelfth years of school. Students work at training locations inside the schools and at non-profit and private agencies. During the summer of 1979, both programs were able to serve an additional 11,000 students. In both programs funds are provided for the supervision and counseling of the participants. Eighty-five percent of the program enrollees are minorities with high Black and Hispanic representation.

ROLE OF VOCATIONAL EDUCATION

The Assistant Superintendent of Vocational Education for the school system acts as the program administrator and was the principal individual involved in writing the proposal and implementing the program. Vocational education students participating in the program are matched when possible in the on-the-job training placements to the vocational skill area in which they are enrolled.

PRIME SPONSOR INVOLVEMENT

The Mayor's Office of Youth Employment received proposals from the Board of Education for summer and school year programs involving students in the Chicago schools. The Director of the Mayor's Office of Youth Employment has been involved in the program from the earliest stages of planning and development. Close contact through frequent meetings and telephone conversations is maintained both at the administrative and operational levels. The prime provides technical assistance in such areas as CETA financial management, interpretation of regulations, and clarification of monitoring requirements.

PROGRAM ACTIVITIES

Administrative Affairs

The Assistant Superintendent of Vocational Education oversees a program staff of three full-time field coordinators and fifty teacher-coordinators hired two hours per day after school. Program offices are maintained in the LEA central office although staff members work out of the home schools the majority of the time.

Outreach, Assessment, Counseling, and Supportive Services

The program teacher-coordinators interview prospective participants, explain the program, and complete the income data forms which are sent to the CETA office for verification.

Assessment of vocational and academic interests and aptitudes is based upon interview results with the program staff, course work, grades, and stated interests. Individualized plans identifying activities, needs, and appropriate occupational areas for the on-the-job training component are developed for each student during the orientation.

Counseling is provided weekly for each student to assist in personal, academic, or vocational adjustments. Individual or small group counseling sessions are held by the teacher-coordinators.

Supportive services include transportation allowances. Referrals to community agencies are made as necessary.

Non-Skills Oriented Training

During the summer of 1979, a student-participant tutorial program was implemented. This activity was designed to give the participants the opportunity to become more proficient in basic reading and vocabulary skill areas.

Institutional Occupational Skills Training

Employability and job survival skills are developed during the orientation period and during the individual and small-group counseling sessions held weekly by the teacher-coordinators.

Work Experience and On-the-Job Training

On-the-job training slots in both the public and private sectors are developed for the students. Positions are matched to interests and course work, particularly vocational programs, in which the students are enrolled. Job competencies are identified for each student in an on-the-job training slot; employer-student agreements are drawn to specify the competencies. On-the-job training activities take place after school and on weekends; hours are increased during the suumer. Over three hundred employers are involved in the Chicago program.

Placement

Placement and follow up during the on-the-job training component are provided by the teacher-coordinators. At pre-determined intervals throughout the program year, on-site visits to job sites are made. Participant progress and development are assessed. The Employability Development Plan is updated and, if necessary, changed to reflect the mutual agreement in the participants' altered goals.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location: Evanston, Illinois

Educational Agency: Evanston Township School District

Prime Sponsor: Cook County

Funding: YETP

Target Group(s): Urban/Suburban in-school youth

Contact:
Daniel Payne
Director of Special Projects
Evanston Township School District
Evanston, Illinois
(312)492-3800

OVERVIEW

The Evanston Township School District utilizes a range of CETA programs (YETP and SPEDY) in preparing in-school youth for the transition from school to work. YETP funds are being used to pay two three-quarter time coordinators and teacher salaries on an extended-day basis. The program provides pre-employment skills training and work experience to sixty-two economically disadvantaged participants. The year-round program offers one and one-half hours per week of employability and survival skills training during the after-school classroom component. Counseling, work experience in the public sector, and placement for program completers are included in program activities.

ROLE OF VOCATIONAL EDUCATION

Vocational education coordinators throughout the LEA have input into program operations through participation in weekly meetings with school administrators of the CETA programs. The vocational coordinators assist program teachers in efforts to match skill areas of vocational students participating in the program to the work experience positions. Referrals to vocational education skills training programs are commonplace for the YETP students.

PRIME SPONSOR INVOLVEMENT

The prime sponsor, acting through the Cook County Manpower Office, meets with program staff twice monthly to discuss program operation, policy, and problems. Technical assistance is provided during the meetings. Program monitoring occurs quarterly.

PROGRAM ACTIVITIES

Administrative Affairs

The three-quarter time coordinators for the program handle day-to-day operation of the program. Overall administrative duties are held by the Director of Special Projects for the school system, who consults with the superintendent regularly. Principals are involved through meetings and frequent contact with the Special Projects Director or program coordinators. Seven teachers within the school system are hired through YETP to conduct the extended-day activities.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and assessment activities are carried out by the program staff with the assistance of regular counselors and teachers in the school. Eligibility screening is provided by the prime sponsor. The program coordinators, who are trained in counseling, determine student needs and refer participants to school counselors as necessary.

Institutional Occupational Skills Training

The pre-employment skills training covers such topics as attitude and appearance on the job, job search skills, absenteeism and tardiness.

Many of the program participants are referred to vocational skills training courses by the program teachers when interest in particular areas is expressed.

Work Experience and On-the-Job Training

Work experience positions in public service agencies provide the minimum wage through YETP funds. Students work up to fifteen hours per week during the school year and approximately thirty-five hours per week during the summer.

Placement

Work experience placements are developed by the program teachers; unsubsidized placement for program completers in part-time or full-time work is provided through efforts of program staff and the guidance department of the high schools.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location:	Ottawa, Illinois
Educational Agency:	La Salle County high schools
Prime Sponsor:	La Salle County
Funding:	$50,011 - YETP
Target Group(s):	Rural in-school youth
Contact:	Dr. John Mori La Salle County CETA Office 633 La Salle Street Ottawa, Illinois 61350 (815)433-4550

OVERVIEW

Twelve high schools in La Salle County, Illinois are involved in a YETP in-school program operated by the prime sponsor. Students receive transition services of pre-employment skills training in a classroom setting, vocational interest assessment, counseling, and career information during their one semester or one year participation. Work experience or on-the-job training opportunities are provided to the majority of program participants. Four CETA teacher/counselors, assigned to three schools each, teach a Work Adjustment class in the various schools for which academic credit is awarded. The teacher/counselors coordinate activities with school personnel to ensure integration of YETP services with ongoing school services such as vocational skills training, guidance, and remedial education.

ROLE OF VOCATIONAL EDUCATION

Local and State vocational education administrators played an active role in the planning and development stages of the YETP program. One purpose of the program is to prepare students for cooperative vocational education programs in the school through the employability and job survival skill development obtained in the Work Adjustment class.

PRIME SPONSOR INVOLVEMENT

All activities in the YETP are under the direction of the prime sponsor in cooperation with the L.E.A.'s. The prime sponsor in reponsible for monitoring and eligibility determination of participants. All enrollees are certified as eligible by the prime sponsor after the initial interview and intake process.

PROGRAM ACTIVITIES

Administrative Affairs

Administrative responsibility is held by the CETA Youth Director, who coordinates planning and policy development with school officials. School principals or superintendents participate in staff selection through interviews with top candidates for the teacher/counselor slots; a joint decision between school officials and the CETA Youth Director is reached.

The four teacher/counselors, referred to as Cooperative Work Training Assistants, travel to each of their assigned schools to meet with teachers, counselors, and students.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and assessment (of vocational interests) are offered by school counselors; eligibility screening is performed by the Cooperative Work Training Assistants. Counseling is provided jointly by program staff and school counselors.

Non-Skills Oriented Training

Program participants may be referred, if necessary, for remedial education by the program staff.

Institutional Occupational Skills Training

The Work Adjustment classes prepare students for work and skills training through the development of positive work attitudes, job search techniques, and good work habits (such as punctuality and productivity).

Work Experience and On-the-Job Training

Both work experience and on-the-job placements are utilized in the La Salle County program. Students work ten to fifteen hours per week after school in this component; salaries are YETP-paid. Follow-up at the job site is provided regularly. Acadamic credit for work experience is awarded by some of the schools involved.

Placement

The counselor and youth programs coordinator assist the Cooperative Work Training Assistants with job information. The participants are placed in worksites during the program which may have been developed by either the YETP counselors or the Cooperative Work Training Assistants.

The youth program counselors are continually developing unsubsidized worksites which may serve as potential employers for the youth after successful completion of YETP.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Lawrence Adult Education Center

Location: Springfield, Illinois

Educational Agency: Springfield School District; Capitol Area Vocational Center

Prime Sponsor: Sangamon County Consortium

Funding: YETP

Target Group(s): Urban high school dropouts

Contact:
David Meinders
Lawrence Adult Education Center
101 E. Laurel Street
Springfield, Illinois 62704
(217) 525-3233

OVERVIEW

The Lawrence Adult Education Center in Springfield administers a YETP program which enables forty-five (45) high school dropouts to complete their GED's or remedial education in addition to receiving vocational skills training at an area vocational center.

Counseling, placement assistance and follow-up services are also provided. Other programs administered by the Adult Education Center include those offering training and/or remediation for youth and adults (ages 16 and up). Center funding sources, in addition to the YETP funds, include adult education monies, Titles II and VI of CETA, and Title XX of the Social Security Act.

ROLE OF VOCATIONAL EDUCATION

The Capitol Area Vocational Center, through reimbursement from the Adult Education Center, provides slots for the YETP participants in the GED and remedial courses. The Area Vocational Center provides office space for the program staff.

PRIME SPONSOR INVOLVEMENT

The Director for the prime sponsor (which is a two-county consortium) meets with the administrators of the Adult Education Center on a regular basis to discuss CETA program operations at the Center. A CETA-funded (PSE) counselor who works at the Center provides eligibility screening to all potential CETA participants.

PROGRAM ACTIVITIES

Administrative Affairs

The Lawrence Adult Education Center is part of the Springfield School District. The Center director, referred to as the Building Supervisor, administers the program on a day-to-day basis; the Director of Adult Education and the Superintendent have overall administrative authority. Four of the 28 teachers of the Adult Education Center are YETP-paid. The Capitol Area Vocational Center houses program offices.

Outreach, Assessment, Counseling, and Supportive Services

Outreach activities are conducted by the Adult Education Center to inform the community of the range of programs offered; pamphlets and posters are frequently used. Dropouts may be referred through self-referral or community agencies.

Non-Skills Oriented Training

GED preparation or remedial education is available at the Area Vocational Center. Several of the YETP students are enrolled in GED or remedial classes for which they receive a training allowance.

Institutional Occupational Skills Training

Skills training in several vocational program areas is available at the Vocational Center. The YETP staff at the Adult Education Center arranges for the youth to enroll in appropriate program areas. Students receive training allowances for classroom time; the Vocational Center receives cost reimbursement from the Adult Education Center.

Placement

Program completers are assisted in finding unsubsidized placements by counselors at the Adult Education Center.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location:	Sycamore, Illinois
Educational Agency:	Sycamore High School
Prime Sponsor:	Kane-DeKalb County Consortium
Funding:	$20,863 - YETP
Target Group(s):	Rural in-school youth
Contact:	Peter Johnson, Principal Sycamore High School Sycamore, Illinois 60178 (815) 895-2138

OVERVIEW

The Sycamore High School YETP program is part of the vocational cooperative curriculum. Each semester, eight economically disadvantaged students are placed in work experience positions matched to their vocational skill areas or are provided with classroom training in pre-employment skills plus work experience. Cooperative credit is awarded at the rate of one credit for the classwork and one credit for the ten to twenty hours per week work experience component. Individualized plans developed for participants at the beginning of the semester indicate the services necessary to assist them in making the transition from education to work. School counselors, vocational teachers, and the CETA representative coordinate efforts to provide (in addition to the classroom training and work experience) assessment, counseling, and placement according to the individual plans.

ROLE OF VOCATIONAL EDUCATION

As part of the vocational cooperative curriculum of Sycamore High School, the YETP program offers skills training or pre-employment skills training for credit to the participants. Vocationally-certified teachers provide the classroom training and assist in the work experience placements.

PRIME SPONSOR INVOLVEMENT

Prime sponsor contact with school representatives concerning the program is frequent (usually weekly). The CETA representative visits the school to provide eligibility screening, to assist in work experience placements, and to provide occasional career counseling to the students.

PROGRAM ACTIVITIES

Administrative Affairs

The principal of the school, with the assistance of the director of guidance, administers the program. The individual coordinators for the various cooperative programs (such as Work Experience Career Exploratory Program for pre-employment training, or Distributive Education for skills development) provide the daily supervision and classroom training of the participants.

Outreach, Assessment, Counseling, and Supportive Services

Outreach, assessment, and counseling are provided through the cooperative efforts of school personnel and the CETA representative. Vocational interest and aptitude teseting is provided through the school guidance department prior to placement in the work experience component.

Non-Skills Oriented Training

Basic English, math, and social studies courses are provided for students identified as needing those remedial types of classes.

Institutional Occupational Skills Training

Vocational cooperative training is offered to program participants in the following areas: work experience-career exploration, cooperative work training, and special work experience program (all of which offer pre-employment training); home economics, agriculture, distributive education, and health occupations. Program participants must be enrolled in one of these courses.

Work Experience and On-the-Job Training

Work experience in the public sector is YETP-paid at minimum wage rates. Students work ten to twenty hours per week in jobs matched to the skill area or to the appropriate occupational area identified during assessment.

Placement

Placement services are available to all Sycamore High School students through the regular Guidance Department of the school.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location:	Urbana, Illinois
Educational Agency:	Urbana School District #116
Prime Sponsor:	Champaign Consortium
Funding:	$22,500 (approximately) - YETP
Target Group(s):	Rural in-school youth
Contact:	Christy Elliott Vocational Education 1002 S. Race Urbana, Illinois 61801 (217) 384-3506

OVERVIEW

Urbana School District Number 116, through a contract with the four-county consortium prime sponsor, enables fourteen high school students to obtain work experience, pre-employment skills, assessment, remedial education, counseling, and transportation jobs through a YETP program offered at the Urbana High School. The LEA provides classroom facilities, teachers, administrators' time, and materials.

The YETP students attend school for part of the day, attend employability and, if necessary, remedial classes at other locations for two to three hours, and work in public sector employment for approximately three to five hours per day. The program is part of the vocational education curriculum of the school district; participants receive cooperative credit for the work experience and the pre-employment skills class. Minimum wage is paid for the work experience component.

ROLE OF VOCATIONAL EDUCATION

The Local Director of Adult and Vocational Education administers the YETP program (as well as other CETA-funded programs). Cooperative credit is awarded to all participants who are offered instruction in employability skills. There is also some vocational skill development of specific tasks performed during the work experience positions which need follow-up training in the YETP class.

PRIME SPONSOR INVOLVEMENT

The prime sponsor, through a subcontract with Employment Security, provides eligibility screening and placement assistance in the work experience component. Assistance was provided to the LEA in the intital stages of developing the proposal and implementing the project.

PROGRAM ACTIVITIES

Administrative Affairs

The Local Director of Adult and Vocational Education administers the YETP funds with input on policy development from LEA central office administrators. Regular instructors and counselors of the district provide the direct services to students. YETP monies are used for student salaries and transportation assistance.

Outreach, Assessment, Counseling, and Supportive Services

Outreach, assessment, and counseling are provided through the high school; eligibility screening is handled by Employment Security. Students receive transportation costs for travel to and from the work sites.

Non-Skills Oriented Training

The YETP students are placed in remedial education classes according to their individual needs.

Institutional Occupational Skills Training

Skills training is available at the school; several YETP students are enrolled in skills programs. Program completers are frequently referred to vocational education programs.

The pre-employment class at the school provides job hunting and survival skills as well as the opportunity to develop specific skills needed for the work experience component such as making change or dealing with customers.

Placement

Referrals (employer information) for program completers is provided by school staff.

YOUTH EMPLOYMENT TRAINING PROGRAM

Location: Evansville, Indiana

Educational Agency: Division of Vocational Education, Evansville-Vanderburgh School Corporation

Prime Sponsor: Southwestern Consortium

Funding: $194,761 - YETP

In-Kind Contribution: Training of youth in vocational education programs; linkage with State vocational education grants at the local level

Target Group(s): Urban in-school youth

Contact:
Victor Ray Doty, Supervisor
Evansville-Vanderburgh School
Corporation
1900 Stringtown Road
Evansville, Indiana 47711
(812) 424-0904

OVERVIEW

The Youth Employment and Training Program is a cooperative work-study program which offers paid work experience in both public and private non-profit agencies as well as on-the-job training in private for-profit firms. Counseling services implement the employability development thrust of the program.

Approximately one hundred thirty students are provided with up to twenty hours a week of work experience during the school year and up to twenty-five hours a week during the summer.

ROLE OF VOCATIONAL EDUCATION

The Division of Vocational Education, Evansville-Vanderburgh School Corporation, operates the Youth Employment and Training Program. YETP participants are enrolled in a Cooperative Vocational Education Program(s). Often students already enrolled in one of the thirty-three vocational education programs are identified by YETP coordinators as YETP eligible. YETP coordinators and vocational education teachers work together to place students in jobs related to a student's vocational training. Because students enrolled in vocational education classes have been trained in job skills, subsidized jobs are avoided. Therefore, YETP coordinators are also able to place non-YETP students who are enrolled in the education programs. YETP Interdisciplinary Cooperative Education students are often encouraged to enroll in a skilled vocational education class to increase their job skills.

PRIME SPONSOR INVOLVEMENT

The prime sponsor, Southwestern Indiana Manpower Consortium, is responsible for contracting and monitoring.

PROGRAM ACTIVITIES

Administrative Affairs

The YETP program staff consists of three coordinators, two teacher coordinators, a secretary, and a payroll clerk/secretary. The Evansville-Vanderburgh School Corporation is responsible for issuing pay checks and maintaining Worker's Compensation Insurance coverage on participants.

Outreach, Assessment, Counseling, and Supportive Services

Candidates for the YETP program are referred to the local CETA office through Career Counselors at their home schools or from the YETP office coordinators. After eligibility determination by the local CETA office, students are counseled by an Evansville-Vanderburgh School Corporation YETP coordinator. Counseling services are a part of the YETP program offerings. The YETP coordinators give orientation sessions to job supervisors and enrollees.

Non-Skills Oriented Training

A Career Awareness Clinic was implemented with the summer program. The Career Awareness Clinic consists of films, slides, information and a job interest survey. The purpose of the Clinic is to allow students to investigate various careers which might appeal to their interests. Thus the Clinic addresses the need of students to become aware of future careers early in their schooling.

Institutional Occupational Skills Training

Prior to job placement, students receive related instruction geared to techniques helpful in applying for a job. Students eligible for the program consist of those currently enrolled, previously enrolled or planning to enroll in an occupational skills classroom program or who are willing to enroll in Cooperative Education.

Work Experience and On-the-Job Training

A Cooperative Work Experience Agreement is developed for each student. School credit is awarded for participation with the related instruction requirement of Cooperative Education covered by enrollment in YETP. The work site supervisor (employer) is responsible for teaching basic job skills and good work habits. The YETP coordinator evaluates students' work site performance. Semester grades are cooperatively determined by the job supervisor and the program coordinator. Students may be enrolled in on-the-job training, primarily in the private sector. The length of the OJT agreement is negotiable with a YETP coordinator.

Placement

YETP student placement occurs when a student has succeeded on a subsidized work site. The YETP Coordinator then facilitates the YETP student's movement to a job in the private sector. The job in the private sector may be unsubsidized immediately or the private employer may be more responsive to an on-the-job training contract. An unsubsidized job results in an indirect placement. At the end of the contracted number of weeks on the OJT contract, the employer is expected to hire the YETP student; thus it is an indirect placement. Because of the service offered through YETP, the program does not result in direct placement.

YOUTH EMPLOYMENT TRAINING PROGRAM

Location:	Indianapolis, Indiana
Educational Agency:	Indiana State Board of Vocational and Technical Education
Prime Sponsor:	Balance of Indiana
Funding:	YETP
Target Group(s):	In-school, mostly rural youth, in the 68 counties in the Balance of Indiana
Contact:	Terry R. Fields State Coordinator for Youth Employment Training Program-CETA Services 17 West Market Street Indianapolis, Indiana 46404 (317) 633-7673

OVERVIEW

The Indiana State Board of Vocational and Technical Education Youth Employment Training Program subcontracts out to the local schools, regional centers and community-based organizations the operation of local YETP projects. Letters of intent are sent out and interested groups submit proposals for serving CETA youth. The State Board YETP office reviews the proposals and awards grants to those groups whose proposals are deemed feasible and needed. The emphasis is on determining and filling local needs rather than dictating them from the state level, and, in addition, supplementing and extending existing programs rather than setting up a new system. Currently there are 17 grants serving 100 different schools in the Balance of Indiana.

The State Board YETP office provides technical assistance to the subcontractors in areas such as curriculum development and program planning, implementation or expansion. The office also monitors programs in the field.

State level staff involves a Coordinator from the Board of Vocational Technical Education and three part-time vocational field staff people. Two CETA State Coordinators also work part time with this project.

ROLE OF VOCATIONAL EDUCATION

The Indiana State Board of Vocational and Technical Education administers at the state level the delivery of training for YETP students. The position of State Coordinator for Youth Employment Training Program-CETA Services was created by the State Board of Vocational and Technical Education to handle the coordination of the programs from the state level. The Coordinator and his staff review and approve proposals, provide technical assistance to local program operators, and monitor programs in the field. State level program staff meet monthly with representatives of the Indiana Office of Manpower Development to discuss problems and resolve issues. YETP funds are used in most instances to extend or supplement existing vocational programs rather than to set up new delivery systems for vocational training.

PRIME SPONSOR INVOLVEMENT

The Balance of Indiana, through the Indiana Office of Manpower Development (IOMD), contracts with the State Board of Vocational and Technical Education for the provision of training programs for disadvantaged youth. IOMD representatives meet regularly with the State Coordinator for Youth Employment Training of the State Board of Vocational and Technical Education and his staff. IOMD is responsible for the monitoring and evaluation of the State Youth Employment Unit activities.

PROGRAM ACTIVITIES

Administrative Affairs

The Office of the State Coordinator for Youth Employment Training Program-CETA Services administers and coordinates, through technical assistance and monitoring, those programs throughout the Balance of Indiana which are using YETP funds in the delivery of vocational training to disadvantaged students. In addition to the previously mentioned administrative and supportive functions, the state level coordinator and his staff have presented workshops dealing with specific types of programs or dealing with all YETP programs being carried out across the Balance of Indiana in order to share information on problems and solutions, etc. The state level staff's quick responses to calls for assistance has been noted by two local program directors.

FLOYD COUNTY YETP PROJECT

Location:	New Albany, Indiana
Educational Agency:	Indiana State Vocational Technical Board
Prime Sponsor:	Balance of Indiana
Funding:	SPEDY - Phase 1 - Summer Program YETP - Phase 2 and Phase 3
Target Group(s):	In-school youth, including former dropouts; 2/3 urban, 1/3 rural youth
Contact:	Richard Bernard YETP Director, Floyd County Assistant Director and Co-op Coordinator of Prosser Vocational Center 4202 Charlestown Road New Albany, Indiana 47150 (812) 945-2632

OVERVIEW

The Floyd County YETP Project is a three-phased program including a Summer, or Occupational Awareness Training Phase (OAT), partly funded under SPEDY; Phase 2, a Co-op Phase; and a third or Continuation Phase. The OAT Phase is held during the summer at Prosser Vocational Center for eight weeks, five days a week, for four hours each day. Nine occupational clusters are available for exploration, and the students spend two weeks in each cluster chosen.

The Co-op Phase is also held at Prosser Vocational Center and is taught by a vocationally certified instructor. Students are given an initial two weeks of training and then are placed in co-op work sites. They work at their jobs for a maximum of 25 hours a week and spend three hours a week at Prosser for related skills training or work related to their co-op experience.

The Continuation, or Third Phase, is carried out at the students' home schools for younger students, or older students not yet ready to go into the co-op program. This phase is carried out by project-hired career counselors who instruct the youth in job survival skills, etc., provide them with individual counseling, and see that support services are provided in order that they can remain in school and later be enrolled in another phase of the program.

ROLE OF VOCATIONAL EDUCATION

The Project Director is a member of the Prosser Vocational Center staff and his office is located in the Center building. This vocational education facility also houses two phases of the program. A vocationally certified co-op teacher conducts the second, or co-op, phase of the program.

PRIME SPONSOR INVOLVEMENT

The Balance of Indiana works through the Indiana Office of Manpower Development and its Area Occupational Development Centers (ODC) in carrying out the YETP programs. Funds are distributed under a contract between IOMD and the State Board of Vocational and Technical Education, and subsequently to the Floyd County School Corporation. The ODC (which is operated as a part of the Community Action Council) reviews and approves the proposals from schools before they are sent to the State Vocational Board for funding. The CAC and project personnel are in daily contact with one another to work out problems, discuss situations that arise, refer students to appropriate programs and services, etc.

PROGRAM ACTIVITIES

Administrative Affairs

The Project Director is YETP Director for Floyd County as well as being Assistant Director and Co-op Coordinator of C. A. Prosser Vocational Center. He is responsible for the day-to-day operations of the program. The program is housed in a vocational facility, and there are close administrative ties to the county school superintendent's office.

Outreach, Assessment, Counseling, and Supportive Services

Referrals are made from the SPEDY program, from the ODC, and from counselors at the home schools. Students are frequently recruited through presentations made by the YETP director at the different schools.

An attitude test is administered as a part of the program, in addition to the DAT given to all 8th grade youngsters in this area of Indiana.

Transportation is provided during the summer OAT program, and existing transportation is used during Phase 2 from home schools to Prosser.

Non-Skills Oriented Training

The OAT program is an awareness program rather than a skills training program. Students receive orientation to four clusters of occupations during the summer, in addition to career counseling.

Some remedial education is offered by the jobs skills instructors from the OAT programs.

Institutional Occupational Skills Training

Occupational survival skills are taught both in the OAT, or orientation program, and as a part of the co-op program. Skills training and related work are provided in the co-op phase.

Work Experience and On-the-Job Training

Work sites for the co-op phase are developed by the Vocational Coordinator, who is the Prosser Vocational Center Coordinator. The work sites are in both the private and public sectors. Project personnel are trying to develop a larger percentage of work sites in the private sector. The public sector work experience is considered as transitional. At the time the co-op phase is being arranged, an attempt is made to have this be the first step in final placement of the students. Three credits are given for vocational co-op training.

Placement

The first step toward placement is often the arrangement made for co-op training. In addition, the services of the Prosser Center Placement Section are available to the students.

YETP

Youth Employment Training Program

Location:	New Castle, Indiana
Educational Agency:	State Board of Vocational Technical Education
Prime Sponsor:	Balance of Indiana
Funding:	YETP
Target Group(s):	In-school youth from rural and small urban areas
Contact:	Mr. Terry Snyder Assistant Director of Inter-Local Association Occupational Development Center, Area H P. O. Box 591 New Castle, Indiana 47362 (317) 529-1345

OVERVIEW

YETP students at four Area Vocational Schools serving five and one-half counties receive vocational skills training in regular vocational education classes, generally for a school year. The AVS's each have an individual contract with the Inter-Local Association, an independent governmental entity of Indiana municipalities. The contract amounts differ and the services provided differ somewhat from school to school. Part of the salaries of the school vocational coordinators, any extra transportation or other supportive services needed by YETP students beyond what is regularly offered by the school, wages for work experience jobs and OJT employer reimbursements are paid by YETP funds. These monies are felt to enhance and allow for expansion of good vocational programs that are already in place.

In the part of the sixth county not covered by a contract with a vocational school, the Inter-Local Association is conducting the program.

ROLE OF VOCATIONAL EDUCATION

These regular vocational education programs are taught by certified instructors using vocational education facilities and equipment. YETP students are mainstreamed into regular skills training programs at the four Area Vocational Schools (AVS). Vocational coordinators, who are AVS staff members, provide counseling services to students.

PRIME SPONSOR INVOLVEMENT

Formal and informal linkages between prime sponsor and vocational education representatives began with planning sessions and personal or telephone contacts before the first YETP program began. There are now regular planning sessions prior to the beginning of each new year's programs and frequent communication by letter and telephone on an as needed basis. The needs for new or continued program offerings, changes that are necessary, staffing and budget requirements are examples of the topics discussed and acted upon. The Inter-Local Association is in the process of developing monitoring standards and instruments to be used in on-site monitoring, interviewing of program participants, staff members, OJT contractors, work site supervisors and others. The AVS's provide the Inter-Local with a program evaluation at the end of each contract year. This evaluation will be expanded to enhance its use in the planning sessions for the next year's programs.

PROGRAM ACTIVITIES

Administrative Affairs

The administration of the regular vocational programs into which the YETP students are mainstreamed is the responsibility of each of the four respective AVS's. As a result of good communication and coordination between the AVS's and the Inter-Local Association, the services provided for these students are more effectively delivered.

Outreach, Assessment, Counseling, and Supportive Services

Initial identification of prospective YETP students is carried out by the area vocational school. Referrals are then made to the Inter-Local or the Occupational Development Center which does the eligibility screening of these students. The schools do some assessment as part of the identification of their vocational education students.

Vocational counseling is provided by a vocational coordinator who is paid partly by the YETP funds. Existing support services are being used to their fullest extent. For instance, wherever possible, existing transportation is used for YETP students as well as regular students. When this is not available, YETP funds make possible transportation such as from the Area Vocational Centers to the work sites for YETP students. There is little distinction made between YETP students and other students. There is a conscious effort to treat YETP students just as regular students are treated, and they are provided with all the services that the regular students receive.

Non-Skills Oriented Training

Remedial education or work is offered as needed by the Area Vocational Schools.

Institutional Occupational Skills Training

Occupational survival skills are taught by the vocational coordinators on an as-needed basis. Students are in regular vocational classes receiving occupational skills training.

Work Experience and On-the-Job Training

Work experience sites are at not-for-profit corporations and governmental units. There is also an OJT component available in which the employers are partly reimbursed for the student's training. Also there is private sector, non-reimbursed employment for a small number of students. The vocational coordinators develop these sites and they negotiate the contracts with private employers. The contract is essentially a contract between the employer and the Inter-Local, but it is negotiated by the vocational coordinator who is also a staff member of the Area Vocational School. Academic credit is given for work experience and OJT by the sending schools, or the school corporations as they are called in Indiana. The amount of academic credit awarded is an individual school decision, but it is comparable to cooperative program credit.

Placement

Placement is a part of the contract with the Area Vocational School. It is expected that the school will provide placement services at the end of the program for at least 50 percent of program participants. Of the 157 enrolled since the beginning of this year there have been 48 terminations so far, and one-fourth of these terminations have been for job placement.

CETA YOUTH PROGRAM

Location: Cedar Rapids, Iowa

Educational Agency: Cedar Rapids Public School System

Prime Sponsor: Linn County/Cedar Rapids CETA Consortium

Funding: $40,000 - YETP

Target Group(s): Urban in-school youth; offenders; reenrolled dropouts

Contact:
Ralph Plagman, Facilitator
of Alternative Programs
404 17th Street, SW
Cedar Rapids, Iowa 52403
(319) 398-2193

OVERVIEW

Alternative school students in Cedar Rapids have the opportunity to participate in a YETP program which offers work experience, employability skills, counseling, vocational assessment and placement services. Dropouts who want to complete their high school education and students having difficulty in regular high schools attend the alternative school for a comprehensive program of academic and vocational training. The YETP component supports the overall alternative school efforts by providing services to approximately forty of the students.

Alternative school students attend classes either mornings or afternoons. Those in the YETP component work in subsidized public service positions the other part of the day. Transition services are offered jointly by the YETP Program Manager and school staff.

ROLE OF VOCATIONAL EDUCATION

Vocational skills training programs in business and office occupations, photography, child care, and home economics, etc. are offered at the alternative school. YETP students enrolled in skills courses are matched in the work experience positions to their program areas. Employability skills training is an integral part of several of the alternative school programs.

PRIME SPONSOR INVOLVEMENT

Weekly contact is maintained between the CETA Operations Manager and the Program Manager. Program operations, legislative requirements, and monitoring activities are discussed.

PROGRAM ACTIVITIES

Administrative Affairs

The day-to-day operations of the YETP program are handled by the Program Manager. The principal of the alternative school provides overall administration as the representative of the superintendent.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and recruitment activities are contained within the alternative school for the YETP program. Self referrals and referrals through teachers and the principals are frequent. Eligibility screening is accomplished by the Program Manager with verification provided by Employment Security. Counseling and referral to community agencies for assistance are offered by the Program Manager.

Non-Skills Oriented Training

Career orientation and remedial education are offered through the alternative school programs.

Institutional Occupational Skills Training

Skills training courses are offered at the alternative school as well as academic classes.

Employability skills are taught in different classes or in individual interviews with the YETP Program Manager.

Work Experience and On-The-Job Training

Work experience placements are matched, when possible, to the students' skills training program. Credit is awarded at the rate of five credits per term (the equivalent of one full class). Students work up to fifteen hours per week during the school year and up to full time in the summer.

Placement

Job sites for the work experience positions are developed by the Program Manager through visits and telephone contacts with local employers. After the students are placed, on-site visits with the student and the employer occur at least monthly. Unsubsidized placement assistance for completers (those who finish high school or meet YETP time limits) is provided.

CDEEP

Career Development Exploratory Employment Program

Location: Clear Lake, Iowa

Educational Agency: Northern Trails Area Education Agency

Prime Sponsor: Balance of Iowa

Funding: $200,000 - YETP

Target Group(s): Rural in-school youth; potential dropouts

Contact:
Chuck Taylor, Program Coordinator
CDEEP
P.O. Box M
Clear Lake, Iowa 50428
(515)357-6125

OVERVIEW

CDEEP offers on-the-job training and a range of transition services to approximately sixty in-school youths, ages 16 through 19, in twenty-one LEA's served by the Northern Trails Area Education Agency. Through the efforts of one full-time coordinator and one half-time assistant, the program provides placement and followup in on-the-job slots where entry-level skills are developed in occupational areas matched to the students' interests and aptitudes. Weekly classes in three locations throughout the education area assist the students in making career decisions, acquiring basic work skills, developing positive work attitudes, and enabling them to remain in school. Personal, academic, and vocational counseling sessions provide the support needed by students who have been identified by their teachers, counselors or school administrators as potential dropouts. Academic credit is awarded to the participants for the class time and on-the-job activities.

ROLE OF VOCATIONAL EDUCATION

Vocational assessment of participants is provided using such instruments as: Career Assessment Inventory, Project Discovery, Adult Performance Level Survey, and Career Information System of Iowa. Students in vocational courses are prepared for the work environment through on-the-job training positions matched to the skills training they receive in school.

PRIME SPONSOR INVOLVEMENT

The prime sponsor provides site visits to the program for monitoring purposes, annual in-service training workshops, and frequent assistance in such areas as interpretation of regulations or clarification of reporting procedures. The local CETA office is represented on the program Advisory Council.

PROGRAM ACTIVITIES

Administrative Affairs

Overall administrative responsibility is held by the Career Development Consultant for the area education agency; the Program Coordinator administers the daily affairs of the program and coordinates efforts with the schools and prime sponsor representatives.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and referral efforts are coordinated among program staff school counselors and teachers. Informational pamphlets are made available throughout the schools (as well as community agencies) with referrals being made primarily by counselors and teachers who contact staff members to arrange interviews with prospective participants. Eligibility determination, orientation, and preliminary vocational assessment are accomplished during the initial interviews between staff and student. The assessment of each participant provides the means through which barriers to employment are identified and thereby baselined. Individual and group counseling sessions are arranged during the class time or when staff members visit the schools.

Non-Skills Oriented Training

The range of concept areas and general topics presented during the weekly classes include: personal development, problem-solving, social skill development, career development and survival, job-seeking and job-holding, and life survival skills (health, money management, stress management, consumerism).

Institutional Occupational Skills Training

Vocational skills are developed primarily through the on-the-job component; however, the weekly classes are frequently devoted to resolving specific work-related problems such as dealing with employers or co-workers. The development of personal traits which will help students deal effectively with difficult situations on and off the job is the focus of activities and discussions held during the informal sessions.

Work Experience and On-the-Job Training

The on-the-job component provides the major emphasis of the program--that is, the development of entry-level job skills. Enrollees are at their training sites between ten and fifteen hours per week while school is in progress and twenty to thirty hours when school is not in session.

On-the-job slots are made available in such private sector organizations as: agricultural construction, animal care, antique dealership/repair, auto body repair, automotive repair, baking, carpentry, child care, clerical (general), data processing, dental assisting, electronics, flower arranging/greenhouse operations, furniture sales/repair, geriatric aide, hair styling/salon operation, library generalist, lumberyard operation, machinist (general), motorcycle repair, newspaper generalist, photography, plumbing, printing, radio advertising, retail sales, service station operation, samll engine repair, teacher aide, tire/front-end specialist, and veterinarian aide.

Students' training allowances are paid through YETP and employers may receive sixty cents per hour for a period of six months for expenses incurred as a result of training the student (equipment costs, spoiled materials, training time, etc.).

For the fiscal year 1979 CDEEP served a total of seventy-nine students. As an indication of program success, a positive termination rate of seventy-six percent was reached. The program goal was fifty percent positive terminations. Also, using progress reports, trainers rated students on twelve employee characteristics. Six traits were identified by the trainers as most important to employability. CDEEP students were rated by their employers as "good" in all six of those traits.

Placement

Placement is viewed in CDEEP as an extension of the on-the-job training process; students seeking placement in positions other than their OJT opportunities are provided indirect placement services through employer names and addresses and the job-seeking skills developed during the weekly class sessions.

GOVERNOR'S YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location:	Keokuk, Iowa
Educational Agency:	Keokuk Community School District
Prime Sponsor:	Balance of Iowa
Funding:	$168,123 - YETP
Target Group(s):	Rural in-school youth; potential and former dropouts
Contact:	Don Davis, Director YETP Box 728 Keokuk, Iowa 52652 (319) 524-9181

OVERVIEW

One of the few YETP programs in the state to be offered through the LEA rather than the regional education agency, the Keokuk program offers assessment, work experience, support services and placement to high school students identified as potential dropouts and dropouts willing to re-enter the school setting. Over seventy-three students from Keokuk Senior High School or the community alternative school have entered the program since October, 1978; approximately twenty-five of the participants have returned to school for completion of graduation requirements or GED preparation through their involvement in the program. The commitment of the community through implementation of the YETP programs and other dropout prevention or reduction activities has led to a less than ten percent dropout rate for the first time in six years in the Keokuk area.

ROLE OF VOCATIONAL EDUCATION

The Director of the project has recent experience as a consultant in vocational and career education for the Iowa State Department of Public Instruction. In that capacity, he was involved with the development of YETP/education program models at the regional and local levels such as the one used by the Keokuk School District in establishing the YETP program.

Students enrolled in the program are assessed as to their vocational interests and experience in order to match work experience and job placements to career goals. Participants enrolled in vocational cooperative courses are placed in work experience positions matched to their cooperative area and receive cooperative credit for their participation.

PRIME SPONSOR INVOLVEMENT

In addition to monitoring requirements, representatives from the Office of Planning and Programming have participated in the Keokuk program since the planning and development stages. A representative from the Office of CETA Youth Programs and the Program Director attended an HEW-sponsored series of workshops on youth programs in the spring of 1978; together they incorporated many of the ideas from the workshops into the Keokuk project. The prime sponsor provides in-service training (through workshops) to youth program staffs throughout the state.

PROGRAM ACTIVITIES

Administrative Affairs

The administrative officer for the program is the Superintendent of Schools who is in frequent contact with the Project Director to discuss the status of the program or resolve problems. Accounting and payroll activities for the project are processed through the LEA.

Outreach, Assessment, Counseling, and Supportive Services

Students are referred to the program through self-referral, teachers, counselors, principals or community service agencies. The community is small--16,000--and most agencies and organizations in the area are familiar with the program and frequently participate in referrals. The Project Director interviews each of the students to explain the program and to certify for CETA eligibility. Assessment is accomplished during interviews with the Director and through contact with the teachers and counselors in the school concerning the students' skills, aptitudes, and interests. The Director provides individual counseling as needed throughout the students' involvement in the program. Students may receive support services of transportation and/or child-care allowances as necessary.

Non-Skills Oriented Training

After the student has worked on a job site for two or three weeks, the Project Director meets with the supervisor to determine what remedial skills, such as math or reading, are necessary for the student in order to complete the job satisfactorily. The Project Director then returns to the school counselor or appropriate teacher and assists in arranging services for the student.

Institutional Occupational Skills Training

Employability skills classes are available at the community alternative school; the Project Director works closely with the teachers in identifying and/or developing appropriate materials.

Plans for preparing students in employability and survival skills through in-class instruction in some of the participating high schools are underway. The classes should be a regular part of the program during the the 1979-80 school year.

Work Experience

Work experience with public or private employers on an after-school basis is the major component of the program. Students work on the job up to 15 hours a week during the school year and full-time in the summer. The Project Director meets with students on the job site every other week when he delivers paychecks to employers, who in turn deliver them to students; this process is used to increase the bond between employer and employee.

Placement

Program completers are assisted in permanent job placement through the Director's job development and referral efforts or through indirect referrals. Local employers who have participated in the work experience component have frequently hired students on a permanent basis.

GOVERNOR'S YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location:	Ottumwa, Iowa
Educational Agency:	Area Educational Agency Number 15 (AEA-15)
Prime Sponsor:	Balance of Iowa
Funding:	$180,527 - YETP
In-Kind Contribution:	AEA-15 donates support services
Target Group(s):	In-school youth, ages 16-19
Contact:	Ronald Shafer, Coordinator of YETP Area Educational Agency Number 15 P.O. Box 498 Ottumwa, Iowa 52501

OVERVIEW

Twenty-one high schools within the service district of the Area Education Agency Number 15 (AEA-15) are involved in a YETP program serving in-school youth between the ages of sixteen and nineteen. The Project Coordinator visits each of the schools to meet with students, who number approximately forty-seven, and arrange appropriate activities. During a one-week orientation session, participants are offered career information and counseling, assessment of vocational interests and aptitudes, pre-employment workshops and tours of local businesses.

An individualized job plan is developed during this week which the Program Coordinator uses in developing job sites for an on-the-job training component. Students work in the subsidized on-the-job training slots for fifteen hours per week during the school year and up to thirty hours per week in the summer. Placement assistance is provided by the Coordinator.

ROLE OF VOCATIONAL EDUCATION

The Indian Hills Community College, through a service agreement with the Area Education Agency, offers a range of counseling, assessment, and pre-employment services to the program participants during the one-week orientation phase.

PRIME SPONSOR INVOLVEMENT

The prime sponsor provides technical assistance, in-service training through an annual workshop, and monitoring of the Governor's YETP program. The Project Coordinator contacts the prime sponsor's representative for clarification on regulations or assistance in applying for grants.

PROGRAM ACTIVITIES

Administrative Affairs

Administrative responsibility for the program lies with the regional level, the Area Education Agency Number 15, through a contract with the balance of state, the Governor's Office for Planning and Programming. A non-financial agreement to identify services and modes of delivery are held between the AEA-15 and each of the twenty-one LEA's. Project staff, who are YETP-paid, consists of the Coordinator and one part-time secretary. Administrative costs are reimbursed to the AEA by the YETP grant.

Outreach, Assessment, Counseling, and Supportive Services

Outreach activities are conducted by the Coordinator through visits to the schools to meet with entire classes, teachers, counselors, and principals. The assessment component, which takes place during the one-week orientation, consits of aptitude testing, such as the General Aptitude Test Battery (GATB) administered and interpreted by the Job Service office, and interest inventories, such as the Strong Vocational Interest Inventory offered at the community college. The Career Information System of Iowa, a computerized occupational information program, assists the students in determining career interests. Support services are contracted through individuals offering job-seeking skills classes or individual counseling.

Institutional Occupational Skills Training

Employability and Job Survival Skills Workshops are conducted during the orientation week through the combined efforts of the Project Coordinator, counselors of the Indian Hills Community College, and selected individual instructors.

Work Experience and On-the-Job Training

The on-the-job training placements are in both the public and private sectors; students' training allowances are paid by YETP. A minimum of two weeks of training in entry-level skills is required for the Coordinator to select a position for student placement. The Coordinator visits the work sites one or two times per month to observe students and to meet with employers.

Placement

Placement in the on-the-job training positions is provided through the combined efforts of the Coordinator and school counselors; the counselors are encouraged to contact employers initially to briefly explain the program and to arrange an appointment for the Coordinator.

A transition plan to assist students in moving from subsidized to unsubsidized employment has been implemented successfully in several cases. The plan varies but involves a gradual transition from thirty hours per week subsidized by the YETP to full-time unsubsidized employment. This plan has been applied primarily during the summer months.

YES
Youth Employment Service Center

Location:	Wichita, Kansas
Educational Agency:	Wichita Area Vocational-Technical School, Wichita Public School System
Prime Sponsor:	City of Wichita
Funding:	$205,000 - YETP
Target Group(s):	Urban out-of-school youth; dropouts and handicapped
Contact:	Dr. Lawrence Shrader Coordinator of Cooperative Education, Job-Related Programs Wichita Area Vocational-Technical School 301 South Grove Street Wichita, Kansas 67211 (316) 265-0771, Ext. 74

OVERVIEW

The YES Center provides transitional services of counseling, assessment, information, placement, and follow-up to high school dropouts and graduates residing in Wichita; priority groups served are the economically disadvantaged and the handicapped. A total of six hundred and seventy-eight youths received one or more of the services from October 1978 through May 1979. One of the unique programs because of its wide range of active support from various sectors of the community, the center was established in 1979 through the combined efforts of education, community, and government leaders who made the determination that employment and career-related education efforts for Wichita youth needed to be expanded and coordinated. The program is housed in a large facility in downtown Wichita, in space shared with other programs for youth sponsored by the Chamber of Commerce and a community-based organization.

Program staff consists of a program director, six counselors, and two clerical assistants. The program counselors, with the exception of one who is employed and paid by the Wichita Job Service, are paid through CETA funds and supervised by the Director. The counselors, however, are considered to be employees of five organizations represented on the Advisory Committee: The City of Wichita Job Teams, Mid-America All Indian Center, Jobs for Progress, the Urban League of Wichita, and Wichita Public Schools. This arrangement is to provide greater coordination with the agencies on the Board and to ensure their representation in center activities.

ROLE OF VOCATIONAL EDUCATION

The Director of Cooperative Education and Job-Related Programs for the Wichita Area Vo-Tech Center, who serves as administrator of the program, has been actively involved with the Center from the earliest stages of development. Vocational skills training for the youth is obtained through placement in the Area Vo-Tech School, local junior colleges, or apprenticeship programs.

PRIME SPONSOR INVOLVEMENT

The prime sponsor participates on the Board of Directors, monitors the program through on-site visits to the Center and training sites, provides technical assistance concerning CETA regulations and reporting procedures, and maintains almost daily contact with the Program Director.

PROGRAM ACTIVITIES

Administrative Affairs

The Coordinator of Cooperative Education and Jobs Programs for Wichita Public Schools has administrative responsibility for the program; the YES Center Director supervises the staff and oversees day-to-day operations.

The Advisory Committee meets monthly and is involved in policy determination and program development of the YES Center.

Outreach, Assessment, Counseling, and Supportive Services

Youth come to the YES Center through self-referrals and from community organizations and agencies, particularly those represented on the committee. Letters are sent from YES counselors to all students who withdraw from school during the school year to inform them of the services available at the Center. The YES counselors certify youth interested in skills training for CETA eligibility and refer the information to the Employment and Training Office for verification. Extensive or large-scale outreach activities are frequently handled through the efforts of the participating organizations; for example, the Chamber of Commerce during the 1978 year of operation mailed over three thousand five hundred pamphlets to area organizations informing them of the YES Center.

Assessment instruments to establish job information, personal data and educational level are administered to all youth during an intake interview. Students who want a more extensive assessment of aptitude, skills and interests have this service available to them through YES Center referral to the Vocational Assessment Center, operated by the Area Vocational-Technical School. Youth who are attempting to be placed in subsidized training slots must go through the complete assessment process. Other youth have the option of choosing which assessment tools they would like to use, such as the California Assessment Program (CAP), administered and interpreted at the Vocational Assessment Center; the GATB, administered and interpreted through Job Services Office; and a series of interest surveys available at the Center.

The YES Center library provides extensive material through film strips and booklets on high school vocational curricula. high school equivalency opportunities, postsecondary alternatives, information describing careers, job vacancy information (made available through Job Services), job applications and human relations, etc.

Counseling is provided for personal, educational and vocational needs of youth. Sessions may result in referral to other community agencies for assistance in resolving problems of health, housing, financial assistance, etc.

Non-Skills Oriented Training

Referrals for remedial education, in preparation for either the General Education Development or the APL (Adult Performance Level) are made by the the YES counselor, who arranges an appointment or actually assists in the enrollment process. In May 1979, seventy-three youth working toward their GED in the Wichita area received training allowances (paid by YETP) through the YES Center.

Institutional Occupational Skills Training

Skills training referrals may be to the Wichita Area Voc-Tech School, private trade schools, junior colleges, or apprenticeships. Those who receive subsidized training allowances through YETP funds are provided with follow-up services by the YES counselors, including on-site visitis, conferences with training counselors at the training sites, and telephone contact with students. Students may receive training allowances for up to two years; they must attend classes or training activities a minimum of fifteen hours per week, maximum of forty; minimum wage is provided as the training allowance. Ninety-three youth have been placed in subsidized training slots at the postsecondary level since October 1978. The largest number of these postsecondary students, (forty-one) have been placed in the Wichita Area Vocational-Technical School.

Workshops are available at the Center for those students who desire employment, but who lack appropriate employability skills such as job interviewing, appropriate dress, attitude, etc. Some students are referred to the two-hour workshop on the first visit; others complete the two-hour session after failing to find employment following one or two referrals for jobs.

Placement

Placement is accomplished through direct and indirect placement activities of the YES counselors, including efforts in job development and job creating through telephone contact. Job Services has made available readers and microfiche of job openings in the Wichita area. Follow-up is provided to youth placed in both training and employment activities. Within thirty days of placement a staff member will check, through personal visit, telephone or correspondence, with an official at the site on the youth's adjustment and progress. During the same thirty-day interval, the youth will be contacted personally. Follow-up of these contacts depends upon the existence of any problems. Education and training follow-up ends with the thirty day check-up except for those youth who are in subsidized training slots. Monthly follow-up visits or contacts are provided for subsidized youth. Youth in employment receive follow-up through a ninety-day interval, by personal visitation, telephone or correspondence. At the end of ninety days, the staff member ends follow-up activities unless further assistance is requested by the youth or the employer.

CAREER EXPLORATION

Location: Bowling Green, Kentucky

Educational Agency: State Bureau of Vocational Education

Prime Sponsor: Governor's Office

Funding: $128,000 - YETP, Governor's Special Grants ($84,500 - Career Exploration; $43,500 - Youth Employment Team)

Target Group(s): Urban and rural in-school youth, dropouts and urban high school graduates

Contact:
Louis H. Shelton, Executive Director
Full Employment Commission
516 Third Street
Bowling Green, Kentucky 42101
(502)781-4353

OVERVIEW

Career Exploration is one component of a Youth Employment and Demonstration project operated by the Full Employment Commission and administered by the State Bureau of Vocational Education. The Career Exploration component provides one hundred twenty subsidized positions through the Bowling Green Manpower Training Center. Youth explore non-traditional vocational careers through a combination of classroom and interest-related job site experience. Training also provides basic employment skills and occupational and vocational counseling.

The project organization centers on a Youth Employment Team, a second program component, which works closely with both area high school counselors and counselors located in the Adult Learning Center of the Manpower Training Center. This team, established by the Full Employment Commission, serves a pivotal role between the counselors and the State Bureau for Manpower Services, Kentucky's Employment Security agency. A third program component, the Work Experience Program, is funded through the Balance of Kentucky. All three components--Career Exploration, Youth Employment Team, and Work Experience--are operated as one program through the coordination of the Full Employment Commission.

ROLE OF VOCATIONAL EDUCATION

The State Bureau of Vocational Education administers the Career Exploration Component and is responsible for hiring personnel. The Manpower Training Center, owned and operated by the Bureau of Vocational Education, houses the Youth Employment team and the Career Exploration Program.

PRIME SPONSOR INVOLVEMENT

The prime sponsor maintains contact with the program through the Full Employment Commission as the Commission controls program funds. The prime sponsor's primary functions reside in contracting and monitoring.

PROGRAM ACTIVITIES

Administrative Affairs

The Full Employment Commission is the primary contractor with the prime sponsor. There is a separate contract between the Commission and the Bureau of Vocational Education which provides for reimbursement to the Bureau. The Full Employment Commission established the Youth Employment Team (YET) consisting of five persons: a director, three employment counselors/interviewers, and a bookkeeper/clerk. The director serves as a project coordinator and employment counselors/interviewers provide services not provided by the Bureau for Manpower Services staff.

Outreach, Assessment, Counseling, and Supportive Services

Outreach is conducted in local high schools through employment counselors/interviewers assigned to each school. Out-of-school youth are contacted by YET employment counselors/interviewers from dropout lists obtained through the city and county school boards. YET staff determine eligibility and conduct orientation and counseling sessions. Additional counseling is available through the Career Exploration and Work Experience components.

Non-Skills Oriented Training

The YET determines the training needs of each individual during a re-interview session following the application process. Students in need of a GED may be referred to the Learning Lab at the Manpower Training Center.

Institutional Occupational Skills Training

The Career Exploration Component involves individualized instruction for three hours a day over a nine week period. The course includes units on introduction to the world of work, personal appearance, job survival skills, and career exploration of non-traditional vocations. Following

Career Exploration (including classroom and job site exploration), participants may be enrolled in school, vocational classes at the Manpower Training Center, or placed on a job.

Work Experience and On-the-Job Training

Following classroom exploration, participants are matched to a job site in a private or non-profit organization. Job site experience includes shadowing and some hands-on experience. Students who do not do through Career Exploration may be placed by YET directly in a work experience component or on-the-job training component.

Placement

The Bureau for Manpower Services provides a liaison person to work with YET. Through this person, all services of the Bureau are made available. Job development and placement services are augmented by the YET interviewer/counselors who are familiar with the youth participants.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location:	Jena, Louisiana
Educational Agency:	Avoyelles Vocational-Technical Institute; Six parish (county) school systems
Prime Sponsor:	Balance of Louisiana
Funding:	$394,486 - YETP
Target Group(s):	Rural in-school youth; dropouts
Contact:	Ms. Billy O. Walters, Supervisor YETP P. O. Box 1090 Jena, Louisiana 71342 (318) 992-8264

OVERVIEW

Work experience matched to vocational education programs for high school students and skills training at a vocational-technical institute for dropouts are the primary activities of the LaSalle YETP program. More than 160 youth in six (6) parishes (counties) within the balance of state have participated in the program since early 1979. Students in five (5) of the parishes are high school vocational students who work ten to fifteen (10-15) hours per week during the school year and thirty-two (32) hours during the summer in public, non-profit agencies. Work experience placements are developed which provide further skill development in the student's selected vocational area. Vocational cooperative credit is awarded in many cases, and minimum wage through YETP is paid for work experience activities. Coordination of efforts with vocational teachers and counselors in the schools served is considered essential by the program staff in order to match students' areas of training to meaningful work experience placements.

Vocational skills training at Avoyelles Vocational-Technical Institute is provided in the remaining parish served; dropouts or non-college bound graduates attend classes six (6) hours per day and receive training allowances (at minimum wage) through YETP.

All participants have access to counseling, placement assistance, and other transition services through the YETP program.

ROLE OF VOCATIONAL EDUCATION

Vocational education students at the high school level are provided with work experience matched to their chosen vocational area plus a range of transition services through the YETP program. Vocational cooperative credit is awarded to many of the participants.

The Avoyelles Vocational-Technical Institute, through an agreement with the YETP program, provides skills training and supportive services to high school dropouts; these participants work toward two-year vocational certificates in such areas as diesel mechanics, brick masonry, nursing, business and office education, welding, auto mechanics, refrigeration and air conditioning, and carpentry.

All participants must be interested in preparing for a vocation and must be signed up for vocational skills classes through either their regular high school or the vocational-technical school.

PRIME SPONSOR INVOLVEMENT

The Balance of State prime sponsor provides assistance in the operation of the LaSalle program through frequent meetings or telephone contacts with the Program Supervisor. In addition to CETA monitoring functions, the prime sponsor assists in such areas as making program changes, interpreting regulations, and expanding services.

PROGRAM ACTIVITIES

Administrative Affairs

The LaSalle Police Jury (governing body for LaSalle Parish), as subcontractor to the Department of Labor, balance of state office, has contractual responsibility for operation of the program. Two YETP counselors--one full time and one part time--report to the program supervisor, who administers the day-to-day affairs of the program and compiles program data reports which are forwarded to the LaSalle Police Jury and to the Department of Labor, balance of state.

Outreach, Assessment, Counseling, and Supportive Services

Referrals to the program come from school counselors, teachers, and principals. The YETP counselor interviews prospective participants, explains the program, screens students for eligibility, and provides career and personal counseling services.

Institutional Occupational Skills Training

Skills training at the vocational-technical institute is provided in the areas of diesel mechanics, brick masonry, nursing, business education, welding, auto mechanics, refrigeration and air conditioning, and carpentry. General vocational classes are required of participants in the career employment experience program.

Work Experience and On-the-Job Training

Work experience slots for enrollees in the career employment experience program are provided throughout the community. There is a strong emphasis on matching work experience duties with students' vocational courses, to the extent that one work experience slot was refused because it had no relation to the student's vocational curriculum or training. Some participants receive cooperative credit for their work, and others receive regular academic credit.

Placement

Direct placement services are provided to program participants by the half-time YETP counselor at the vocational-technical school. Some additional placement services are offered by individual school guidance departments.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location:	Oberlin, Louisiana
Educational Agency:	Three parish (county) school systems; Oakdale Vocational-Technical School
Prime Sponsor:	Balance of Louisiana
Funding:	$220,911 - YETP
Target Group(s):	Rural in-school youth
Contact:	Shirley Manuel, Director/Supervisor Allen County Police Jury P.O. Drawer G Oberlin, Louisiana 70655 (318) 639-2732

OVERVIEW

Seventy-eight high school students in three Louisiana parishes (comparable to counties) are enrolled in skills training courses with work experience placements matched to the students' vocational program areas. The YETP-funded program is operated by the governing body of Allen Parish through a subcontract with the Department of Labor. Students in two of the parishes attend one hour per day of skills training and two hours working at the school in a job which must be related to the class: business and office students are placed in the main office or the counselor's office, for example. The third parish offers skills training at Oakdale Vocational-Technical School for three hours per day; work experience placements matched to the skill areas are made during the summer months. Participants are paid minimum wage through YETP funds for training and work experience hours.

ROLE OF VOCATIONAL EDUCATION

Skill development through vocational education programs is a major focus of the program; all program participants must enroll in skills training courses in their home high schools or the vocational-technical school. Vocational teachers and counselors and the YETP staff work together to coordinate program activities.

PRIME SPONSOR INVOLVEMENT

The Louisiana Department of Labor (balance of state) subcontracts with Allen Parish Police Jury (the governing body) to operate the YETP program. The BOS office is in frequent contact with the program staff to determine policy, resolve administrative and operational concerns, and to provide assistance in interpreting regulations.

PROGRAM ACTIVITIES

Administrative Affairs

The program staff consists of a Director/Supervisor (who handles day to day administrative matters) and two counselors. All are paid through various titles of CETA. The Allen Police Jury, as the subcontracting agent, has direct input in the program through the review of reports and assistance in the development of policy. The Department of Labor maintains overall administrative responsibility.

Outreach, Assessment, Counseling and Supportive Services

Outreach, assessment, and counseling are provided through the coordinated efforts of YETP staff and school personnel. YETP counselors travel to the schools to interview prospective students (referred by counselors, teachers, or principals) and to determine eligibility status. Assessment of the students' vocational interest areas is based on interviews with students and previous coursework.

Institutional Occupational Skills Training

All participants must enroll in vocational skills courses at their home high schools or the vocational-technical school. Regular credit is awarded for the class work. Program areas include auto mechanics, business and office education, and technical and industrial education.

Work Experience and On-the-Job Training

Work experience placements are required by the subcontract to be matched to the students' vocational skill areas (much like a vocational co-op program). Students attending the high school programs work at their home school; the vocational-technical school participants gain work experience during the summer.

Placement

Placements in the work experience positions are developed by the YETP counselors, vocational teachers and school counselors.

YETP - YIEPP

Location: Baltimore, Maryland

Educational Agency: Baltimore Public Schools

Prime Sponsor: Baltimore Consortium

Funding:
$ 3,800,000 - YETP
$37,500,000 - YIEPP

In-Kind Contributions: The schools contribute a principal, two (2) assistant principals and teachers to Harbor City Learning; a teacher coordinator and three (3) early childhood education centers are provided to The Parent-Infant Center; Funds to jointly support a student resource center.

Target Group(s): In-school youth and dropouts in an urban area

Contact:
Steve Kaiser
Public Information Officer
Mayor's Office of Manpower
701 St. Paul Street
Baltimore, Maryland 21202
(301) 396-5586

OVERVIEW

Baltimore combines its available resources to provide a variety of educational experiences geared to the educational level of youth. There is a strong emphasis on alternative schools and integration of programs such that a youth could enter at any point in the system and work through from program to program to attain a degree. Four components are built into each program: 1) education; 2) work experience related to education and vocational interests; 3) employability development skills; and 4) supportive services. Programs are designed to serve youth based on their reading level. There are five hundred slots available in six different programs serving enrollees with a fifth grade reading level or below. Youth reading at a fifth to eighth grade level may be served by an extended day vocational program under YIEPP or through Harbor City Learning. Harbor City serves thirteen hundred dropouts in an out-of-school setting; it also has an in-school component. Youth reading at a seventh grade level or better may attend the Middle College program operated at a community college.

ROLE OF VOCATIONAL EDUCATION

Baltimore has strong links with vocational education through many different programs. Seventy-five percent of the YETP monies are coordinated with the schools and the Mayor's Office of Manpower. For example, the YIEPP program, which is an extended day vocational program, serves dropouts in two vocational schools which are kept open after hours for students. Fully half of the dropouts served who have a fifth grade reading level or below are served by the Francis M. Wood School. This is a new vocational school in Baltimore which has reserved two hundred and fifty slots for returning dropouts. The Harbor City Learning out-of-school component consists of six mini-schools organized around vocational clusters. The schools have helped in modifying the curriculum for each vocational cluster. The Middle College program has two phases: one which is basically GED preparation, and the second which focuses on specific trades.

PRIME SPONSOR INVOLVEMENT

The Mayor's Office of Manpower plays a central role in the operation of all CETA-funded programs, contributing staff as well as funds. The prime sponsor provides cluster coordinators for Harbor City Learning who serve as principals for each mini-school and who coordinate all the functions in a particular cluster. The prime also provides a support staff including work site monitors and payroll staff. The work site monitor teaches a class in employability development. For the YIEPP program the prime sponsor did a survey of dropouts involved in the program to determine how they might better be served. The prime sponsor is in touch with many community groups for the purposes of providing labor market information and job projections. There is also a central marketing system for locating job sites housed within the prime sponsor's office.

PROGRAM ACTIVITIES

Administrative Affairs

The school system has been helpful in modifying the curriculum for Harbor City Learning. The school system has been asked to present a curriculum plan for each vocational cluster and lay out the total two-year program to show how each course relates to the vocational career area. There is a great deal of cooperation in the use of facilities including the use of vocational centers after hours for the YIEPP program. Also, at Harbor City, half of the clusters take place in regular school buildings. There is a student learning resource center which is jointly funded by the school and the Mayor's Office of Manpower.

Outreach, Assessment, Counseling, and Supportive Services

Outreach is performed by Manpower Service Centers which are decentralized intake centers. Harbor City has six mini-schools organized around vocational clusters with an additional exploration cluster that is used for intake. One of the strong elements of support in Harbor City is the Parent-Infant Center. There is a teacher-coordinator, three early childhood education teachers, five teacher aides who are paid for through public service employment, and eight Harbor City Learning students from the Community Services cluster who are assigned as part of their work. This center services about thirty-five children ages 3 months to 5 years. It offers day-care, early childhood education and parenting skills. The classes are held for students in Harbor City Learning who have children placed at the Center. The students are required to attend parenting education at the Center. They learn topics from birth control through child development. These are taught by the teacher-coordinator. Part of their time is spent in interaction with their child and they learn to identify growing stages. At the Middle College, students who experience difficulty after they enter the second phase may be referred to their Middle College instructors for extra help in completing work.

Non-Skills Oriented Training

It was found that more youth in the lower reading ranges were coming back into programs than had originally been expected. A program was started between the Mayor's Office of Manpower and Commercial Credit, a Division of Control Data Corporation, to jointly fund an Adult Learning Center. The program involves a computer-based learning program known as PLATO. YIEPP funds purchase seventy-two slots and eight additional terminals to assist youth for two hours a day.

Institutional Occupational Skills Training

Students at the Francis M. Wood School receive two periods of academic courses and two of vocational shop classes each day. These vocational courses range from food services to carpentry, industrial maintenance (including construction) and health. There are two hundred students each in five vocational clusters at Harbor City. The five clusters are business, health, communications, community services and environmental services. Courses for the students in academics are modified to reflect the vocational cluster they are in. They alternate between two weeks in school and two weeks at work. The YIEPP program operates extended day vocational programs for dropouts. The schools keep the vocational centers open four extra hours a day and the teachers who work there are those who have expressed an interest and will stay the extra time to teach the students. They are paid overtime from YIEPP funds. Students in this program receive two hours of vocational classroom experience including such things as upholstery and print making. These students also receive two hours of academic classes and fifteen hours a week of work. Students at the Middle College receive training in ten occupational trade areas after they enter the second phase. One of the first trade areas available was related to port careers including oceanography and harbor trade international management. They now have ten occupational clusters including clerical, construction, and banking or finance. The vocational clusters chosen for Harbor City Learning are based on labor market information. This information is a determination of the needs of the Baltimore area for the next year, five years, etc. There are vocational advisory councils for all major occupations in Baltimore and there are various other groups including government and research organizations, who project the needs for their particular areas.

Work Experience and On-the-Job Training

An attempt is made to relate the work experience of students in all programs to their vocational interest or the vocational training which they are receiving. Dropouts in the Frances M. Wood school work three hours a day, five days a week. At Harbor City, students alternate two weeks in school and two weeks at work. Students in extended day vocational programs work fifteen hours a week. Students in the Middle College go to classes three days a week and work two days. Students in Harbor City may get a diploma by staying in the program or there is a GED option for those who cannot earn enough credits or do not want to go for two years, the maximum time they may stay at Harbor City. Students receive academic credit based on their hours on the job and in class. In addition to the number of hours on the job, students are evaluated three times a year by their work site supervisor. Evaluations are made in thirteen areas on a scale of 1 to 5. These items include such things as getting along with peers, ability to complete assignments, ability to follow instructions, etc. A student must obtain a 2.5 or better overall to get credit.

Placement

Local vocational education advisory councils, the Ramsey Conference group (a private employer advisory group), the school system and the prime sponsors are in a continual process of re-assessing those vocations in Baltimore for which there is a need and will continue to be a need for graduates.

VOCATIONAL SKILLS TRAINING AND WORK EXPERIENCE

Location: Denton, Maryland

Educational Agency: Caroline County Board of Education

Prime Sponsor: Balance of Maryland

Funding: $116,613 - YETP

Target Group(s): Handicapped in-school students in a rural area

Contact:
James R. Duer
Supervisor of Secondary Instruction
(Local Vocational Education Director)
Caroline County Board of Education
Market Street
Denton, Maryland 21269
(301) 479-1460

OVERVIEW

The Vocational Skills Training and Work Experience program couples hands-on-work experience with vocational skills training. The work experience projects are available in five vocational skill areas and are conducted after regular school hours for a total of five hours a week. Students are drawn from vocational handicapped and disadvantaged programs in two high schools.

The approach of this program results in skill training being targeted on students most in need of services. The majority of students in the program are black and eighty to ninety percent are mentally handicapped. Students are provided either work study related to their current training or a combination of training and work study.

ROLE OF VOCATIONAL EDUCATION

The Local Director of Vocational Education was responsible for the development of this program and serves as liaison with the prime sponsor. Regular vocational education instructors are utilized to provide training. The vocational guidance program serves both regular and CETA programs and is funded by both vocational education and CETA. The vocational counselor coordinates the placement of regular, handicapped, disadvantaged, and YETP students. The vocational principal is the administrator and direct manager of the program.

PRIME SPONSOR INVOLVEMENT

The balance of state prime sponsor originally made a presentation to local directors of vocational education in Maryland to encourage the initiation of YETP programs. The prime wrote the proposal for the second year of the Vocational Skills Training and Work Experience program, basing it on the first year's program. A CETA/Employment Security Administration counselor frequently holds training or meetings for program staff on such topics as how to fill out forms and meets with the career counselor at the vocational center to cooperatively develop placement plans. The prime sponsor is also responsible for monitoring and meets with program staff formally twice a year to discuss progress and problems.

PROGRAM ACTIVITIES

Administrative Affairs

The Local Vocational Education Director, as initator of the program, wrote the proposal, hired the career counselor and sends in the forms to the state. This mechanism provides a natural bridge to incorporating the program as a part of overall school functioning.

Outreach, Assessment, Counseling, and Supportive Services

The teacher of the vocationally handicapped program makes referrals as do a work-study coordinator, counselors, other administrators and vocational counselors. Students are then interviewed by the CETA counselor who is employed by the State Manpower Planning offices. This interview determines eligibility. Counseling is provided throughout the program by the career counselor and teachers. The career counselor actually goes with students to job interviews, and counsels them on personal problems.

Non-Skills Oriented Training

Students receive other needed training through the vocational handicapped or disadvantaged programs. The vocational disadvantaged remediation program is similar to the vocational handicapped program and gives full school coverage including history and science. Both operate through small group sessions with the help of aides and teachers. Career information is provided through learning packets and the career counselor is responsible for supervising their use.

Institutional Occupational Skills Training

Skill training is the core of the program and includes: small engine maintenance, nursing aide, construction, or furniture refinishing. An example of such training would be working with audio-visual equipment to learn how to do repairs. The vocational education instructors are paid by CETA for their extra time. Classes are offered with a student teacher ratio of 1:5 or 1:10. Occupational survival skills are offered on a one-to-one basis as needed. Students in the vocational handicapped program already receive survival skills training.

Work Experience and On-the-Job Training

The title of the program differentiates between the types of projects students may work on after school. For example, if students are involved in a project doing printing for the school or repairing vehicles for the Board of Education, this is essentially employment experience rather than training. Five types of jobs are offered in the program with supervision provided by an instructor. Students are paid minimum wage and receive academic credit for skills learned through the employment experience.

Placement

The program attempted to place students as jobs become available. The career counselor canvasses the community to locate jobs. The vocational handicapped program work-study coordinator is also used as a resource for locating jobs and is paid through program funds. Placement following program participation is handled through the CETA/ESA counselor.

NON-TRADITIONAL TRADES EXPLORATION PROJECT
"Mini-Vocational Programs"

Location:	Hagerstown, Maryland
Educational Agency:	Board of Education of Washington County
Prime Sponsor:	Western Maryland Consortium
Funding:	YETP
Target Group(s):	Urban and rural youth, 14-21
Contact:	A. Thomas Oyster Supervisor of Vocational Education Washington County Board of Education Post Office Box 730 Hagerstown, Maryland 21740

OVERVIEW

The Non-Traditional Trades Exploration Project was designed to accomplish the objectives of increasing the number of students in non-traditional vocational programs and helping teachers develop attitudes supportive of students in their non-traditional programs.

The project faculty includes a director, an evaluator and eight teachers, one of whom serves as project coordinator. The first seven days involve teacher in-service activities and include such topics as an overview of project objectives and activities, discussions of Federal legislation and Civil Rights Guidelines, possible problems in teaching non-traditional programs, examination of sex fair methods and materials, a preview of audiovisual materials which promote a non-traditional approach to career choice, and the administration of an Attitude Survey Pretest.

Approximately forty students pre-registered for the summer 1979 three-week teaching session. Students attend the Washington County Career Studies Center for two and one-half hours a day, five days a week for three weeks. They complete an Attitude Survey Pre-test, decide on three occupational/trade areas they wish to explore (one choice is required to be non-traditional) , and tour the schools, visiting each trade area included in the project. Occupational trade areas offered are: auto servicing; carpentry, clerical practices, home care management, horticulture, masonry, personal grooming, and sheet metal. The students spend five days in each trade area learning about basic tools of the trade and about the variety of jobs related to the trade. Basic skills in using the tools in "hand-on" activities are learned. Several shops actually construct projects. Teachers hold a three-day debriefing session in which they discuss attitudes and teaching strategies and make project recommendations. The Attitude Survey Post-Test is given and teachers discuss changes in their own attitudes about teaching the non-traditional student. Many of the teachers' observations and suggestions are incorporated into the project recommendations.

ROLE OF VOCATIONAL EDUCATION

Classes are held in a vocational (Career Studies) facility and are taught by vocationally certified teachers using school equipment.

PRIME SPONSOR INVOLVEMENT

The Operations Manager for the Washington County Office of the Western Maryland CETA Consortium met in the spring of 1979 with the Supervisor of Vocational Programs for Washington County and other education and CETA representatives to plan and develop partnership projects which would meet the needs of county clients. This project is one of the three joint efforts resulting from their cooperative planning. Subsequent projects for the 1979-1980 year are being developed.

PROGRAM ACTIVITIES

Administrative Affairs

The project director and the project coordinator (who was one of the eight teachers) handle the day-to-day administration of project activities. An evaluator supervises both faculty and student Attitude Survey Pre-and Post-tests and other project evaluative activities.

Outreach, Assessment, Counseling and Supportive Services

Outreach activities carried out by project personnel include newspaper advertisements, student handouts at schools involved in the program, paid and public service ads on adult and teen radio stations and flyers including registration blanks. Counseling is provided on an informal basis by the individual teachers. Transportation to the Career Center is provided through use of the commuter bus system.

Institutional Occupational Skills Training

This project is an exploratory experience lasting three weeks, but students do receive some "hands-on" training in trade areas of their choice and in one non-traditional area.

PROJECT JOBS

Job Opportunity Benefits for Students

Location: Rockville, Maryland

Educational Agency: Montgomery County Public Schools

Prime Sponsor: Montgomery County

Funding: $315,000 - YETP

Target Group(s): Urban and rural in-school youth, ages 16-19

Contact:
Dr. Frank Carricato, Project Director
and County Director of Career and
Vocational Education
Montgomery County Public Schools
850 North Hungerford Drive
Rockville, Maryland 20850
(301) 279-3567

OVERVIEW

Project JOBS (Job Opportunity Benefits for Students) is a three-phase classroom training and OJT program for one hundred and twenty-five economically disadvantaged students. Of the twenty-two high schools in the county, twelve have students who participate in the program; priority is given to schools with high minority populations. Classroom activities take place in eight "base" schools.

Activities are divided into three phases. Phase One consists of nine weeks of classroom instruction in career awareness, decision-making, and job-seeking skills during extended-day sessions (two hours per day, Monday through Friday). Phase Two, also nine weeks of classroom instruction, concentrates on exploratory activities and assessment of vocational interests, aptitudes, and skill levels. Phase Three, lasting eighteen weeks, consists of placement in vocational training courses in the schools and/or into on-the-job training with private employers. Students receive academic credit for all three phases of the program; they also receive counseling, referral for remedial education or community services, and transportation assistance. Training allowances for classroom activities and wages for OJT are set at minimum or prevailing entry-level wages. Employers are reimbursed up to fifty percent of the student's wages for extraordinary supervision and/or training services provided.

ROLE OF VOCATIONAL EDUCATION

The Director of Career and Vocational Education for Montgomery County serves as Project Director. His involvement includes writing the proposal, coordinating implementation efforts in the various schools, and determination of program policy.

Vocational skills training is provided to approximately seventy-five percent of the participants in extended-day classes of office occupations, health careers, home maintenance, and small engine repair. Vocationally certified teachers are hired by the project to teach the courses. Equipment and facilities of regular vocational classrooms are used for the extended-day training.

PRIME SPONSOR INVOLVEMENT

The Director of Youth Programs and the Program Assistant (who fulfills a monitoring function) are frequently involved in various aspects of program planning, implementation, and operations. CETA representatives provided labor market information and assistance in understanding the legislation during the early phases of proposal writing and program implementation.

The CETA Program Assistant pays on-site visits at least weekly to the classrooms and job sites to meet with students, teachers, employers, and program advocates.

A unique relationship between CETA and the program staff has developed which is exemplified in the CETA Program Assistant's participation in classroom training. When a teacher was unable to get to class due to illness, the Program Assistant was called upon to conduct a session on jobs in the Washington Metropolitan Area. Since that time, he has conducted similar sessions in other participating schools, has assisted the students in classroom activities, and has arranged tours of the Employment Service Offices.

PROGRAM ACTIVITIES

Administrative Affairs

The Project Director (Director of Career and Vocational Education) has overall administrative responsibility for the program. Day-to-day operations are handled by the Project Coordinator, her assistant, and three advocate teachers who coordinate all services to be provided to individual students. Program offices are located in an elementary school; administrative costs are reimbursed through YETP funds. Eight Montgomery County School teachers are hired to teach the extended-day classes; salaries are paid through CETA.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and recruitment activities are shared by program staff and school personnel. Literature concerning the program is made available to students; counselors, teachers, and principals frequently refer students to the program. Assessment consists of the administration of vocational interest and aptitude tests by the Advocate Teachers plus interviewing the students, their parents and teachers.

Counseling is provided by the Advocate Teachers, who travel to the schools, homes, or job sites to meet with the students.

Transportation by school bus is provided from the students' home schools to the assigned training schools and back. Transportation allowances to and from work sites are provided as necessary.

Non-skills Oriented Training

Occupational awareness, orientation, and exploration activities are major focuses of the first two phases of the programs. Films, materials, group activities, field visits, and speakers from the community are incorporated into the classroom time.

Remedial education is offered by the school system. Program staff refers students to remedial programs as needed.

Institutional Occupational Skills Training

Job survival skills and assessment of vocational skills are built into the second phase of the classroom training.

Skills training in office occupations, small engine repair, etc. is provided during Phase Three for those students who want and/or need training before OJT placement. Placement in training is based upon results of student assessment.

Work Experience and On-the-Job Training

OJT slots are developed for approximately twenty-five percent of the students during Phase Three of the project. Some students who complete a semester of skills training are then placed in OJT slots. Employers, who may receive up to fifty percent of the students' wages through program funds, frequently choose to bear all costs themselves.

Employers sign OJT contracts and complete lists of competencies which the students are to achieve. Close follow-up through on-site visits and contact with employers is a major function of the advocate teachers.

Summer months are spent in participation in the SPEDY program for many of the Project JOBS students.

Placement

Placements in the OJT phase are developed by the Student Advocate Teachers. Placement for program completers is offered through providing employer information, referral to the Employment Service, and through job development efforts of the Advocates.

Several of the OJT positions have become permanent employment opportunities. One student who started as a file clerk in a nursery distribution company has been offered permanent employment by the firm. His job duties have been expanded to include accounting clerk training and plant care.

ETEC

Energy Training and Education Center

Location: Boston, Massachusetts

Educational Agency: Education Collaborative for Greater Boston

Prime Sponsor: City of Boston

Funding: YETP (Youthwork)

Target Group(s): Urban and suburban high school students; potential and former dropouts

Contact:
Mr. Jim Darr
Education Collaborative for
Greater Boston (EdCo)
20 Kent Street
Brookline, Massachusetts 02146
(617) 738-5600

OVERVIEW

The Energy Training and Education Center is an alternative education program which is fully accredited by the Boston School System. Traditional school facilities are not used. The students are taught at a site rented by the project. The program is designed for a school year plus a summer term. Students are in the alternative school classes full time for one week, then they go on a job for one week. They stay at a particular job for a three-month period and then rotate to another job site. These jobs are work placement sites with private sector energy industry companies in the community. Students are taught by teachers from the school system whose substitutes are paid by CETA funds. These are teachers of basic academic subjects. The goal is to place the largest possible number of program completers in private sector unsubsidized employment.

ROLE OF VOCATIONAL EDUCATION

Vocational education representatives were part of a joint committee, along with prime sponsor and subcontractor members, for the writing of the project proposal. The project advisory committee, which meets regularly and also whenever necessary on an ad hoc basis, includes vocational education representation. There is a liaison project staff member in the vocational education office of the Boston school system. There are plans to include this course as a part of the curriculum of the vocational-technical school which is opening next year in the Boston area.

PRIME SPONSOR INVOLVEMENT

The prime sponsor, through the Employment and Economic Policy Administration, shares responsibilities in the area of outreach with project personnel. There was prime sponsor representation on the original proposal-writing committee and there is currently advisory committee representation from the prime sponsor.

PROGRAM ACTIVITIES

Administrative Affairs

Day-to-day program administration is the responsibility of project staff from EdCo, a voluntary collaborative of twelve school systems in the Boston area. EdCo is a non-profit corporation operating several interrelated programs in the area of youth employment.

Outreach, Assessment, Counseling, and Supportive Services

The outreach component of the program includes referrals from guidance counselors at the participating high schools who identify potential dropouts and those students who have already dropped out of traditional programs. The prime sponsor also aids in the outreach efforts by screening welfare records to locate eligible students who might benefit from the program.

Students are encouraged to use available public or private transportation whenever possible; however, assistance is given in locating buses or making necessary arrangements. In some cases, transportation is provided by the project via taxi. No student is referred to a work site unless a means of transportation can be arranged using project resources, the student's own resources or the resources of the employer.

The students are given career counseling and counseling for job-related or ongoing problems during their work experience activities.

Non-Skills Oriented Training

Students are given diagnostic tests in the basic skills areas, and the resulting information is used primarily as a planning tool. The project offers remedial education to the approximately sixty percent of the students who are found to need these services.

Institutional Occupational Skills Training

A continuing course entitled "Fundamentals of Employment" is offered throughout the project and teaches occupational survival skills. Skills training is offered at the work sites.

Work Experience and On-the-Job Training

ETEC students work at job sites in energy-related industries in the private sector. They work full-time at the job site for one week, then go to their basic education classes for a week. Rotation to a different job site occurs generally after three months, but is not automatic. The alternate week system allows for the sharing of a full-time job rather than students being placed in part-time positions. Academic credit is given for the work experience which is related to a classroom course on energy education.

Placement

The major goal of the project is placement in private unsubsidized employment and placement is considered a project responsibility. The counseling staff is available to help with job placement or selection of continuing schooling.

PROJECT JOBS

Location:	Flint, Michigan
Educational Agency:	Flint Board of Education
Prime Sponsor:	The GLSF Consortium (Genessee, Lapeer, Shiawassee, Flint Counties)
Funding:	$232,800 - YETP (Youthwork)
Target Group(s):	In-school, urban high school seniors
Contact:	Dr. Charles Clark Project Director Flint Community Schools 925 S. Avon Flint, MI 48503 (313) 762-1066

OVERVIEW

Project JOBS is offered jointly by the Vocational Education Department of the Flint Community Schools and the Neighborhood Preservation Association (a community-based organization). Students are enrolled in a vocational course in Housing Rehabilitation. One day a week, after regular school hours, they are involved in a three-hour class in skills training related to housing rehabilitation. These classes are taught by instructors at school. On four days a week, three hours a day, they are at a work site, learning and applying the skills of housing rehabilitation. The training program lasts fifty-two weeks. All participants are considered part of the school's regular Cooperative Education program. Work site experience and training is contracted to the Neighborhood Preservation Association, which employs site foremen with CETA funds. Four schools are involved and two to three NPA work sites provide opportunities for field training.

ROLE OF VOCATIONAL EDUCATION

The Vocational Coordinator of the Flint Community Schools is the Project Director. School instructors are involved in the class in skills training and related work which is held after regular school hours at the school. The Vocational Education Department provides some of the equipment. School vocational counselors and placement specialists work with Project JOBS students.

PRIME SPONSOR INVOLVEMENT

The project contract was negotiated between GSLF Consortium and the Flint Board of Education (specifically the Department of Vocational Education). A CETA representative from the Youth Administrative Unit works directly with the schools, assisting in the preparation of reports, visitations of sites, and participating with the advisory committee.

PROGRAM ACTIVITIES

Administrative Affairs

The Project Director is the Flint Community Schools' Vocational Coordinator, who works closely with the Executive Director of the Neighborhood Preservation Association. The Vocational Education Department of the Flint Community Schools has administrative responsibility for the project, project reports and accounting.

Outreach, Assessment, Counseling, and Supportive Services

Outreach is handled by the school with selection of CETA eligible candidates from vocational classes that could be related to home maintenance or repair and related support business or industry areas.

Analysis of client aptitudes both measured and expressed is made early in the program and a personalized Career Plan developed. The Career Plan is the focus of counseling and training throughout the project by the vocational instructor in the classroom component of the program and by the regular school counselors. Support services such as transportation, personal counseling, child care, and vocational information are provided.

Non-Skills Oriented Training

Remedial training for Basic Skills Competency is available when necessary, based on evaluations of need made by the Placement Coordinator.

Institutional Occupational Skills Training

Occupational survival skills and skills related to the work experience segment of the project are provided through specially designed classes.

Work Experience and On-the-Job Training

Participants are assigned a work training schedule for their field-site training. They are assigned to a crew leader responsible for on-job supervision. Leased vehicles and drivers provide transportation to and from the field work sites. Field work sites are houses or apartment buildings owned by a non-profit agency or corporation or a governmental unit. Work sites for support occupations such as clerical or materials and supply positions are also available for assignment.

Placement

Placement is considered a joint responsibility of the school and the CBO. School counselors and placement staff meet with NPA staff to discuss plans for placement of individual students in employment stations. In addition, the schools have computer terminal linkages with Michigan Employment Security Commission's Job Bank. NPA associations with housing rehabilitation contractors enhance placement opportunities. The Urban League has also offered assistance in placement if desired. Private sector involvement through the Business Advisory Board allows for employer involvement and increases placement opportunities.

An employer no-risk plan is used in the placement process. A prospective employee is paid by CETA funds for a week or two on an exploratory basis. The employer does not have to put the individual on the payroll. Gradually the individual is phased onto the payroll, and the CETA payments lessen as time goes by. This is called on-the-job training allowance. It is helpful both to the employee and the project, which tries to work out any problems that develop during the trial period.

YOUTH EMPLOYMENT TRAINING PROGRAM

Location:	Holland, Michigan
Educational Agency	Holland Public Schools
Prime Sponsor:	Ottawa County
Funding:	$85,000-YETP
Target Group(s):	Potential drop-outs, 14-15 year olds, pregnant teenagers, special needs students in a rural area
Contact:	Ms. Helen Brownson, Special Needs Coordinator Department of Vocational Education 61 West 16th Street Holland, Michigan 49423 (616) 392-7038

OVERVIEW

The YETP program provides transitional services and career employment experience to students in five area schools. The program has two components. A pre-vocational component serves students as young as fourteen. These students receive both career exploration and job skill training. The second component serves students enrolled in a certified vocational class who want to participate in a co-op experience. The goal of the program is to provide job placement which will aid in the development of employability skills. Twenty-three students received transitional services while seventy-six students participated in Career employment experience.

ROLE OF VOCATIONAL EDUCATION

The Department of Vocational Education administers the YETP program as one facet of overall vocational education offerings. Programs were developed through meetings with the vocational education special needs coordinators and counselors in the area schools. The operation of the program through the Department of Vocational Education provided available expertise related to child labor laws, hazardous occupations, and various occupational information such as knowledge of workmen's compensation.

PRIME SPONSOR INVOLVEMENT

Ottawa County, the prime sponsor, worked closely with the Department of Vocational Education in the development of the YETP program. The prime sponsor has adapted the program to suit the needs of each school system in the county. For the program with the Holland Public Schools, the prime sponsor certifies participant eligibility and provides orientation and in-service education related to rules and regulations for program staff.

In addition to the agreement with Ottawa County, the Holland Public Schools work with the prime sponsor in Allegan. In this instance, there is no financial agreement, but the prime sponsor pays for participant wages and job placement and the school system serves some of their YETP students. However, there are no funds to support any program staff.

PROGRAM ACTIVITIES

Administrative Affairs

Program funds support a YETP representative and the classroom trainers. The YETP representative works in the schools as a support coordinator, providing extra support to students who may be having problems on the job site. The YETP representative is a paraprofessional with experience in working with youth. Two of one classroom trainers are regular classroom teachers who are paid for their extra time in teaching a job skills class. The third classroom trainer was hired for the program to meet with students individually one hour a week for job exploration.

The specific activities in the program depend on the school district as programs are specifically designed to meet the needs of the various districts. For example, activities could include family conferences where meetings are held with the parents of handicapped students and the Education Planning and Placement Committee. In one school, an alternative education program was a chosen activity.

Outreach, Assessment, Counseling and Supportive Services

The YETP representative is located in the schools and performs intake for the program. Assessment is individualized and includes such things as aptitude and interest testing. Students who are severely handicapped in terms of employability may be sent to a sheltered workshop for a four-week assessment. This service is provided through a separate contract that the prime sponsor has but is available for use by the YETP program.

Non-Skills Oriented Training

Basic skills such as math and reading are obtained through the job skills class or through assignment elsewhere if needed. Remedial needs are also addressed through tutoring on an as needed basis.

Institutional Occupation Skills Training

Job survival skills are included in the YETP program. Such techniques as role playing are utilized to develop interviewing skills. Students are not paid for time spent attending class. A time clock was purchased with program funds for use in the classroom to simulate a work environment and promote an understanding of punctuality.

Work Experience and On-the-Job Training

Work experience is varied. Pre-vocational and cooperative education experience includes such jobs as office work in the public and private sector, work as aides in a day care center, and landscaping. In one instance students had an opportunity to do baking in a restaurant located in a school and operated as a class project to serve students. On-the-job training slots have included experience in a furniture manufacturing business, a food processing plant, and a machine shop. All students receive credit and a grade. They must report to both work and the classroom as absenteeism is considered in the grade determination as well as job performance. A special emphasis of the YETP program has been to provide jobs for pregnant teenagers in an alternative education program.

Placement

The YETP program provides channels for students to progress to permanent unsubsidized employment. On-the-job training slots, of course, include permanent placement. Some students have moved from cooperative placements to jobs in the private sector. Other students have moved from pre-vocational to cooperative placements.

CETA Programs for Youth

Location: Traverse City, Michigan

Educational Agency: Four Intermediate School Districts

1. Traverse Bay
2. Wexford-Missaukee
3. Manistee
4. Charlevoix-Emmet

Prime Sponsor: Northwest Michigan Manpower Consortium

Funding:
$335,000-Title IIB
465,027-Title IVA, YETP
892,547-Title IVA, SYEP

Target Group(s): In-school and out-of-school, largely rural youth (some re-enrolled dropouts) SYEP/IIB:14-21 years old
All other CETA projects: 16-21 years old

Contact:
Dan Kaczynski, Director
CETA Youth Programs
Traverse Bay Area Intermediate School District
2325 North Garfield Road
Traverse City, Michigan 29684
(616) 946-8750

OVERVIEW

YETP students attend their home schools for half a day and then come into the Vocational Center in their school district for half a day. Many of them are enrolled in regular cooperative programs; others are in work experience programs that are based on the co-op model. The YETP students are mainstreamed into vocational programs rather than being in separate classes. The program lasts for the school year, but most of these students are directed into the Summer Youth Employment Program (SYEP) during the summer. A component called the Youth Employment Service (YES) handles work experience and placement.

ROLE OF VOCATIONAL EDUCATION

Four vocational directors comprise the consortium (COVE) which supervises the program operations in the four districts. The initiation and planning of coordinated activities was carried out by the four vocational directors, and they continue to provide counseling, placement and educational activities geared toward mainstreaming YETP students into the vocational curricula.

PRIME SPONSOR INVOLVEMENT

Representatives of the prime sponsor and the COVE group developed the agreement and the head of the Manpower Consortium meets monthly with project and COVE personnel to review progress, solve problems, and keep account of fiscal responsibilities assigned to the prime sponsor.

PROGRAM ACTIVITIES

Administrative Affairs

The Northwest Michigan Consortium and the Consortium of Vocational Educators (COVE) have responsibility for carrying out this project. COVE has hired a coordinator for all of the CETA programs in which it is involved. The coordinator has support staff members for each of the CETA projects and counselors who work with the students. COVE members also work with the superintendents of the high schools in their respective districts.

Outreach, Assessment, Counseling, and Supportive Services

Some assessment and eligibility screening functions for CETA students are handled by the Youth Employment Service (YES). Student referrals are also made by school counselors and community organizations. Transportation is provided for students to the vocational center and, if necessary, to work experience job sites.

Non-Skills Oriented Training

Remedial education is a built-in feature of the program, and two staff members are essentially responsible for this type of assistance.

Institutional Occupational Skills Training

Some of the students are in the regular cooperative programs, and others are in work experience programs that are based on the co-op model. Employability skills are offered as part of the program. The youth receive academic credit, either co-op credit or similar to co-op credit, for their work experience.

Placement

A full-time placement staff member is soon to be added to the program. The Youth Employment Service (YES) handles both the location of work experience sites and the placement of YETP students in these positions. A number of community organizations work closely with the COVE group in placement activities.

YOUTH PARTICIPATION IN THE COMMUNITY

Location: Minneapolis, Minnesota

Educational Agency: Minneapolis Public Schools

Prime Sponsor: City of Minneapolis

Funding: $357,000 - YETP (Youthwork)

Target Group(s): Urban; Native Americans; non-English speaking; teenage parents; and youthful offenders; 14 years and older

Contact:
Dr. Byron Schneider
Project Director and Principal of Southwest Secondary School
3414 West 47th Street
Minneapolis, Minnesota 55410
(612)920-1965

OVERVIEW

Youth Participation in the Community (otherwise known as the YEDPA Program) has as its focus the awarding of academic credit for work experience. In this program, however, the work is very carefully planned and correlated to in-school subject areas. The program includes approximately four hundred students (only one hundred-fifty of these being CETA eligible) from four traditional high schools and one alternative school site called the Work Opportunity Center.

The project involves a broad range of students from many backgrounds, from all levels of academic and economic advantagement or disadvantagement who are interested in an alternative type of educational experience. Only CETA eligible students are paid for work experience activities.

The programs are somewhat different at each of the five sites. At three traditional high schools, what is known as "Action Learning" components are being offered to all students at all high school grade levels.

"Action Learning" involves the working out of an individual curriculum by a student, the project work coordinator and a teacher of an academic class to which the student's work experience would be related. Required credits as well as elective credits are granted with the approval of regular teachers.

At South High, which has a large Native American enrollment, a vocationally certified teacher is offering a vocational course to approximately forty Native American students. The dropout rate for young Indians in Minneapolis has been as high as eighty-eight percent. This program is an attempt to lower the dropout rate and so far is having good success.

At the Work Opportunity Center, students who have been in trouble with the law, involved in drugs, or are teenage parents, runaways, etc. are provided peer counseling, supportive services, and work through an organization called "Bridge for Runaway Youth." They are also involved in learning activities that offer academic credit.

Student schedules vary from in-school-hours work experience to evening or weekend work. Assignments vary from two six-week placements to a placement of one trimester or one year.

ROLE OF VOCATIONAL EDUCATION

Both the project work coordinator and the instructor of the vocational class for Native American youth at South High School are vocationally certified. The State Department of Education (which in Minnesota is also the State Department of Vocational Education) through its Youth Employment Education Unit has provided support and assistance with project plans and activities.

PRIME SPONSOR INVOLVEMENT

There is currently excellent cooperation between the prime sponsor and project staff members. Representatives from the City Council meet biweekly with the coordinators and the Project Director in order to stay up-to-date on project activities and progress. A great deal of public relations work between the prime sponsor and project staff members has promoted understanding of project goals and fostered a cooperative relationship.

PROGRAM ACTIVITIES

Administrative Affairs

The day-to-day activities are conducted by the YEDPA coordinators who are in frequent contact with the Project Director, the prime sponsor, and the school district's CETA administrative office. Representative students and site supervisors discuss program ideas with the coordinators at monthly meetings conducted by the Project Director.

Outreach, Assessment, Counseling, and Supportive Services

Outreach activities are carried out within the schools by the school counselors and the teachers who refer students to the YEDPA coordinator. The students are also allowed to refer themselves since there is an open registration policy.

Non-Skills Oriented Training

The students receive remedial education help if they need it; counseling is available from teachers or the coordinator. Some of the work experience placements involve only orientation or pre-vocational training.

Institutional Occupational Skills Training

In some of the work experience situations students learn the actual job skills. They are allowed to do those procedures which are approved under the law with respect to their age groups. Students who need to learn occupational survival skills are provided that training. A case in point is the Native American youth at South High who need this type of training so that they can find and hold jobs away from the reservations.

Work Experience

A student may be assigned to a particular work site for a twelve week trimester, for two six-week placements, or in some cases for a one year placement as long as she/he does not stay in one skills position. There have to be promotions or shifts of responsibility during that year so that she/he can show growth in skill training. Schedules may also vary between the schools and within the schools. Some students may leave school for part of the day for their work experience; some may stay in school all day and work on certain weekends at their work experience jobs.

Academic credit for work experience is adjusted according to the length of placement, and is awarded on fulfillment of individual curriculum requirements.

Placement

The emphasis of the project is work experience for which the student receives academic credit rather than permanent placement on a job.

JOY

Job Opportunity For Youth

Location: Red Wing, Minnesota

Educational Agency: Red Wing Independent School District

Prime Sponsor: Balance of Minnesota

Funding: $191,000 - YETP

In-Kind Contribution: Area vocational-technical institute shares cost of COATS system, CAL-LABS testing

Target Group(s): Rural high school dropouts

Contact:
Jeff Hohbach
CETA Youth Programs Coordinator
Goodhue, Rice, Wabasha Citizens
Action Council
281 Main, Box 157
Zumbrota, Minnesota 55992
(507)732-7391

OVERVIEW

Job Opportunity for Youth (JOY) is an alternative education program designed for high school students who have dropped out of the regular school program and who re-enroll in order to take part in JOY. Program participants attend class at the Red Wing Area Vocational Technical Institute (AVTI) for varying lengths of time depending on individual assessments of each student's abilities, needs and goals. An open enrollment policy and the individual evaluations allow for these variations. Generally, participants are in class for four hours a day for academic work and vocational counseling. They are then involved in a work experience component for which academic credit is given by the home schools. Numerous supportive services are provided to help students to remain in the program until their goals have been reached. Project staff, in addition to the co-administrators, include a full-time literacy instructor and a vocational counselor. Regular AVTI instructors are used as resource persons.

ROLE OF VOCATIONAL EDUCATION

The Red Wing AVTI's Director of Curriculum Instruction is a co-administrator of the program, responsible for the classroom training component. AVTI facilities are used for classroom training, and regular Institute vocational instructors make presentations concerning their respective occupational areas to JOY students. These resource people are available to the program as an in-kind contribution.

PRIME SPONSOR INVOLVEMENT

The Goodhue, Rice, Wabasha Community Action Council (CAC), as the sub-grantee of the prime sponsor, Minnesota balance of state, co-administers the project and serves as fiscal agent. The regional manpower planner for southeastern Minnesota provided the impetus for the coordinated planning and development of this program. The CAC identifies and develops the work sites and coordinates the work experience component. CAC representatives participate in bi-weekly project staff meetings. Outreach and assessment services are provided by the CAC.

PROGRAM ACTIVITIES

Administrative Affairs

The Red Wing Independent School District acts as lead LEA for seven other school districts served by the JOY program. The Goodhue, Rice, Wabasha Citizens Action Council is a sub-grantee of the Minnesota balance of state prime sponsor. The program is co-administered by representatives of these two groups.

Outreach, Assessment, Counseling, and Supportive Services

Outreach activities are performed by the CAC to out-of-school youth by using public service announcements, posters, brochures, etc. School counselors provide lists of school dropouts, and the CAC utilizes the area central filing system for human services programs to locate eligible participants.

The AVTI and the program share costs of assessment using the Career Awareness Laboratory system designed by Singer and the COATS program developed by Prep, Inc. of New Jersey.

Counseling is provided by the project vocational counselor during classroom training and on an individual basis.

A number of supportive services are offered by the program including transportation to classes, from classes to work sites, and from work sites home. Child care is available to participants. Medical examinations required by a prospective employer are available with program funding. Other necessities such as uniforms or eyeglasses which are directly related to employability are provided. One example is a student who was noted leaning close to her typewriter keys while on her work experience job. It was subsequently determined that she had broken her glasses and had no money to replace them. Because this need was directly related to her employability, the program supportive services covered the cost of replacing the glasses.

Non-Skills Oriented Training

Basic and remedial academic work is provided to participants by a project literacy instructor. Classroom training also includes instruction in living skills such as dealing with finances and consumerism.

Institutional Occupational Skills Training

Skills relating directly to employability, such as job hunting skills, interviewing, resume writing, positive attitudes and work habits, etc. are taught as a part of the classroom component of the program.

Work Experience

Work experience positions are in public and private, not-for-profit organizations or businesses. The Community Action Council identifies and develops these sites for program participants. Academic credit for work experience is awarded by the eight school districts served by the program.

Placement

Placement services are provided to students who need them. Referrals to or information concerning unsubsidized employment, apprenticeship programs, the AVTI or postsecondary institutions are made available.

THE CETA-EDUCATION LINKAGE UNIT

Location:	St. Paul, Minnesota
Educational Agency:	State Department of Education
Prime Sponsor(s):	The ten CETA primes in Minnesota
Funding:	$ 35,000 - ESEA 106,610 - CETA, Title IV, Governor's 5% Statewide Youth Exemplary Services Program Funds 200,000 - CETA, Title II, Governor's 1% Funds for CETA/Education Linkages
Target Group(s):	Statewide Unit now serving youth and adults from rural and urban areas; Unit serves the elementary and secondary schools, the Educational Cooperative Service Units, the Area Vocational/Technical Institutes, the Cooperative and Vocational Centers and the Special Education Centers.
Contact:	Joleen Durken, Supervisor CETA-Education Linkage Unit Capitol Square 550 Cedar Street St. Paul, Minnesota 55101 (612) 296-9291

OVERVIEW

The CETA-Education Linkage Unit is housed in the Minnesota Department of Education, Division of Special Services. The staff consists of the supervisor, a basic skills specialist whose responsibility is to link educational efforts and CETA efforts in this area, a career development specialist whose responsibility is for linking CETA with the areas of vocational education, guidance and counseling, and occupational development, and an educational policy specialist whose responsibility is in the area of education policy issues such as the granting of educational credit, and the blending of funding so that both economically disadvantaged and the non-disadvantaged can be served by programs. The unit is service-oriented rather than being administrative. Their responsibility is the provision of in-service assistance concerning CETA/education coordination--essentially, "selling" coordination to both CETA representatives and educators. When barriers do arise, Unit staff members frequently refer the individual or group to someone who has already experienced that particular problem and solved it successfully. The Department of Economic Security, acting for the ten CETA prime sponsors in Minnesota, provides the CETA grants to the state education agency.

ROLE OF VOCATIONAL EDUCATION

The CETA Unit in the Vocational-Technical Division and the CETA-Education Linkage Unit in the Division of Special Services cooperate to provide a variety of CETA-education services to vocational educators. The Supervisor of the CETA-Education Linkage Unit is a former Minnesota Vocational-Technical Division staff member with twelve years' experience in that Division. The Unit is housed in a division which is parallel to the Vocational-Technical Division, the Instruction Division, and the Special and Compensatory Education Division, and its services are available to state personnel in the other three operational divisions as well as to local educators. The Unit provides a central office to which educators and CETA personnel can turn for help in solving problems which relate to CETA-education co-sponsored programs.

PRIME SPONSOR INVOLVEMENT

Communication between Office of Statewide CETA Coordination personnel and CETA-Education Linkage Unit personnel includes face-to-face discussions, numerous jointly sponsored workshops concerning coordination, weekly telephone calls and frequent correspondence. Prime sponsor representatives with responsibility for youth employment and for education liaison activities are included as key contacts by the CEL Unit.

Informational mailings are provided to prime sponsor representatives by CEL Unit personnel. Frequent requests are made of the Unit by prime sponsor representatives. Requests are handled through telephone, written and personal contacts to school and CETA representatives.

PROGRAM ACTIVITIES

Administrative Affairs

Assistance is provided by the Unit in applying CETA policies and educational policies in co-sponsored programs. In-service training and assistance is provided concerning interface and coordination efforts at the local level. Responses are made to telephone calls from individuals who seek help solving problems concerning CETA/education questions regarding such issues as educational credit, graduation or program completion policies, outreach, assessment, counseling, supportive services, education/training in the basic skills, occupational and career training/education, work experience, on-the-job training, placement, and blending of funds to jointly sponsor CETA-education programs.

STUDENTS SERVING STUDENTS

Location:	St. Paul, Minnesota
Educational Agency:	St. Paul Public Schools
Prime Sponsor:	City of St. Paul
Funding:	$390,000 - YETP (Youthwork)
Target Group(s):	In-school, urban youth
Contact:	Betty Lampland Project Officer 97 East Central St. Paul, Minnesota 55101 (612)292-1225

OVERVIEW

Students Serving Students is an alternative school program offering learning experiences in six centers located at St. Paul schools or other sites in the city. The six centers include: 1) the Graphic Arts Vocational Center, 2) the Touring Theater, 3) the Construction Center, 4) the Promotion Department, 5) the Personnel Department, and 6) Consumer Action Services. The Centers are each staffed with one instructor and one educational assistant with the exception of the Touring Theater, which has two instructors and two assistants. The major focus of the centers is on learning skills in problem solving, planning, assessment, budgeting, etc., as well as the development of entry-level skills in the occupational areas. The centers were planned to be interrelated in their activities, hence the name Students Serving Students.

The program is open to both CETA eligible and non-disadvantaged students; each segment lasts for a school trimester. The CETA students attend the Centers for the entire day, however, they are paid only for the afternoon, which is considered work experience. Non-CETA students come only half-day to the Centers and are not paid. The morning includes a learning component (e.g., theory and techniques of photography, printing methods, etc.) approached from a problem-solving angle. In the afternoon, theory is put into practice through work experience activities. Community resources are used extensively through field trips and by bringing in speakers from related occupational areas. Interrelated activities of Students Serving Students are demonstrated by such work as the photography and graphic arts center printing illustrated brochures for the Touring Theater; the Theater presenting productions for the other Centers; the Personnel Center handling the project payroll and teaching students occupational survival skills; the Construction Center building sets and props for the Theater; and the Consumer Action Services answering student consumer questions and printing a newsletter containing consumer information and advice for all teenage students.

ROLE OF VOCATIONAL EDUCATION

The graphics arts program and the construction program are taught by vocationally certified instructors. Graphic arts is taught in a city high school vocational graphic arts department.

PRIME SPONSOR INVOLVEMENT

The Prime Sponsor made contractual arrangements with the School District and with the University of Minnesota for evaluation purposes. Planning meetings and monitoring visits occur regularly throughout the year.

PROGRAM ACTIVITIES

Administrative Affairs

The Project Officer and the staffs of the six Centers handle the day-to-day administration of the program. The CETA-funded Center for Youth Employment and Training certifies the CETA eligible youth for employment and keeps student records required by the Manpower Office. They oversee budget and payroll.

Outreach, Assessment, Counseling, and Supportive Services

Outreach efforts were carried out in the high schools of the city of St. Paul. Students enrolled in the fall trimester program publicized the opportunities available to other students by such means as speaking at high schools, talking with counselors, developing brochures involving writing, photography and graphic arts skills. There is a CETA-paid individual in each high school who does eligibility screening. Assessment is included as a part of the knowledge development of Youthwork projects. In addition, the project has a sub-contract with the University of Minnesota Center for Youth Development and Research to assess student growth in such abilities or characteristics as planning, work attitudes, etc. Counseling is on an informal basis with each center instructor.

Non-Skills Oriented Training

A basic skills teacher moves from center to center supplying remedial education activities to those who need them. The teacher was hired after students and project staff recognized the need for this type of assistance and the students requested help.

Institutional Occupational Skills Training

Occupational survival skills are taught by the assistant to the Construction Center instructor. Students in the Personnel Center are given more in-depth instruction in this area, and they, in turn, teach other students such skills as resume writing, composing of business letters, job interviewing skills, etc.

The Graphic Arts and Construction Centers emphasize the development of entry-level skills in the respective occupational areas. All centers, however, assist in the development of some skills.

Work Experience

The afternoon learning experience activities take the place of paid work experience positions out in the community in most cases. There are some unpaid student interns in positions in the community, however.

Placement

Some placement work is done by the assistant to the Construction Center instructor even though the program emphasis is on in-school activities.

II-150

SUMMER PROGRAM

Location: Booneville, Mississippi

Educational Agency: Northeast Mississippi Junior College

Prime Sponsor: Balance of Mississippi

Funding: $150,000 - SPEDY (SYEP)

Target Group(s): In-school and out-of-school youth in rural areas; ages 14-21

Contact:
Hal Aust
Director of Vocational Education
N.E. Mississippi Junior College
Booneville, Mississippi 38829
(601) 728-7751

OVERVIEW

For six weeks each summer, economically disadvantaged youth in Booneville and the surrounding area enroll in a thirty hour per week exploration, pre-employment skills and remedial education program. The youths receive training allowances and transportation costs. The Summer Program, which is located on the campus of Northeast Mississippi Junior College, is funded by SPEDY (SYEP) through a subcontract between the junior college and the Corinth Manpower Training Skills Center. The skills center, which was built by CETA enrollees in Title II programs, contracts with the balance of state to administer CETA funds under various titles.

ROLE OF VOCATIONAL EDUCATION

Northeast Mississippi Junior College, which offers skills training programs and receives vocational education funding, has contractual responsibility for operating the Summer Program.

The Director of Vocational Education of the junior college coordinates the Summer Program activities. Vocational instructors on the campus are hired for one week each during the program to teach the youths in career exploratory labs within the instructors' own skill areas.

PRIME SPONSOR INVOLVEMENT

The Governor's Office of Job Development and Training for the balance of state assists the Corinth Manpower Training Skills Center in program development, implementation, and monitoring.

PROGRAM ACTIVITIES

Administrative Affairs

The Director of Vocational Education for the junior college handles day-to-day concerns of the program. The skills center provides the Summer Program staff with input into policy determination and program development as well as technical assistance concerning record-keeping and regulations.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and assessment activities are the responsibility of Summer Program staff. Counseling is offered to all program participants. Transportation by bus is provided to and from the campus for the classes.

Non-Skills Oriented Training

Remedial education classes in math, reading, and English are available to students as needed. Pre- and post-tests indicate the level of improvement for each student.

The major focus of the summer activities is to provide orientation and exploration activities in a range of occupational areas. Students attend labs in the various programs on campus; vocational instructors from the junior college use career information literature, film strips, outside speakers, etc. to teach the youth about occupational areas. A training allowance (minimum wage rate) is provided for program participation.

Institutional Occupational Skills Training

Job survival skills and employability skills are stressed during the career laboratories.

YETP/ALTERNATIVE SCHOOL PROGRAM

Location:	Cape Girardeau, Missouri
Educational Agency:	Cape Girardeau Public School District
Prime Sponsor:	Balance of Missouri
Funding:	$180,489-YETP
Target Group(s):	Rural in-school; program for dropouts or suspended students
Contact:	Norman Schwab, Director YETP 61 N. Clark Cape Girardeau, Missouri 63701 (314) 334-6636

OVERVIEW

An alternative school program which serves dropouts who have re-enrolled in school and students who have difficulty adjusting to the regular school system offers a work experience component through YETP. The alternative school, which is physically located in an Area Vocation-Technical school, offers GED preparation, courses for regular high school credit, and work experience in the public sector. The YETP Counselor-Supervisor in the school arranges work experience positions in the public sector. She is assisted by the teacher in the instruction of the alternative school curriculum for the thirty alternative school students. Pre-employment skills are developed through class work and activities arranged by alternative school staff.

ROLE OF VOCATIONAL EDUCATION

The Area Vocational-Technical School, which houses the alternative school, offers a range of skill training programs in which several of the students participate.

PRIME SPONSOR

The prime sponsor approves the application of the Cape Girardeau Public school system to offer the YETP alternative school program and provides technical assistance.

PROGRAM ACTIVITIES

Administrative Affairs

The Cape Girardeau Public School system has responsibility for the operation of the alternative school. The Program Director, the Counselor-Supervisor, the teacher and a secretary remain employees of the LEA but are salaried in whole or in part with YETP funds. All activities are coordinated with the LEA administrative office.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and recruitment for the alternative school is community wide with the use of posters and pamphlets. Referrals may be through the school system, community agencies, or self referral.

Assessment consists of academic and vocational interest and aptitude testing conducted by the alternative school staff.

Counseling is provided by the YETP counselor throughout the youth's participation in the program.

Non-Skills Oriented Training

Students attend class for three hours per day Monday through Friday. They are required to study a course in occupational information and may earn a maximum of two and one half units of credit toward high school graduation in math and language arts. Students who do not plan to return to school may study toward a High School Equivalency Certificate (GED).

Institutional Occupational Skills Training

The skills training programs, in such areas as typing, welding, etc., are available to the alternative school students in the evening. Several of the youths have been referred to the classes.

Work Experience and On-the-Job Training

Students work approximately four hours per day, Monday through Friday in subsidized or unsubsidized postions. Eighteen of the students are in public service positions, YETP paid. Four are in unsubsidized private employment.

Placement

Project personnel cooperate with the Missouri State Division of Employment Security in securing unsubsidized employment for program completers.

DEPARTMENT OF PRACTICAL ARTS, VOCATIONAL-TECHNICAL EDUCATION

University of Missouri

Location:	Columbia, Missouri
Educational Agency:	University of Missouri
Prime Sponsor:	Balance of Missouri
Funding:	$350,000-YETP, YCCIP
Target Group(s):	Technical Assistance and Research Support to Missouri Division of Manpower Planning
Contact:	Jerry Christian, Project Director Department of Practical Arts, Vocational-Technical Education University of Missouri 414 General Classroom Building Columbia, Missouri 65202 (314) 882-8391

OVERVIEW

Operating under contract with the Division of Manpower Planning, the prime sponsor for the balance of state, this service unit was established as an arm of the Department of Practical Arts, Vocational-Technical Education, University of Missouri to provide administrative, technical assistance and research support to the Division. Currently the unit is providing supportive services to the Division in the administration of forty-one local programs: sixteen YETP programs operated by community-based organizations, fifteen YETP in-school programs, ten YCCIP projects. Services to the prime sponsor include: inservice training, program evaluation, research, and program curriculum development.

The service unit develops RFPs for local programs and negotiates contracts with final authority resting with the prime. The unit receives program data (enrollees, activities, expenditures, etc.) on a regular basis in order to provide assistance in the coordination of administrative and fiscal matters. A longitudinal study of Title I and youth programs in the BOS is underway.

Project staff makes recommendations to the prime sponsor on funding, program development, and policy; quarterly meetings for the purpose of coordinating reports are held with representatives of the prime sponsor, project staff, and the Division of Vocational Education, State Department of Education.

ROLE OF VOCATIONAL EDUCATION

Vocational education involvement is unique in that the service unit is actually part of the Department of Practical Arts, Vocational-Technical Education of the University. Several of the staff members have degrees and/or experience in vocational education (including teaching and research at the postsecondary level).

The State Department of Vocational Education consults with staff on technical assistance matters, as they relate to the state vocational education program.

PRIME SPONSOR INVOLVEMENT

The prime sponsor reserves final approval on all contracts negotiated by the service unit as well as holding fiscal responsibility for the local programs; however, recommendations made by the service unit are generally accepted. Due to limitations in staff size, the prime sponsor was able to carry out all of the technical and support services needed by the local programs; initial involvement with the University was to obtain minor assistance in these matters; the responsibilities of the service unit have increased considerably, in funding levels and scope of services, over the past few years. The Youth Project Director for the service unit works out of the prime sponsor's office approximately fifty percent of the time (to consult with and recommend to the prime sponsor on contract and budgetary matters in particular).

PROGRAM ACTIVITIES

Administrative Affairs

The service unit within the Division of Practical Arts, Vocational-Technical Education was established with state-level YETP administrative funds. Project staff size varies from twelve to seventeen depending on the work load. The Director of the unit has overall responsibility for project operations. The Youth Project Director oversees coordination efforts with the local programs and with the prime sponsor. Constant contact between the project staff and the prime sponsor is upheld through the Youth Project Director, who worked in youth programs of the Office of Manpower Planning, the prime sponsor, until two years ago when the service unit expanded. His familiarity with the operations of the Office of Manpower Planning and the university project staff provides a strong link between the two.

In-service training to local staff is a major service provided by the unit. To date the project staff has held twelve workshops, either on a local or regional basis, for staff members of local youth programs—both CBO's and in-school programs. Workshops include the following subjects: guidance and counseling, planning and management techniques, SPEDY workshops, and workshops on specific program emphasis, for example work experience programs, OJT programs, or employability plans incorporated into the various youth programs. Workshops last two or three days and utilize films, lectures, discussions, and handouts in the small group sessions. Assessment instruments for program review are often provided. Guidance and counseling workshops emphasize techniques used on a day-to-day basis by the counselors and teachers of the various programs.

To coordinate state-level efforts, the Director, the Youth Project Director and representatives from the Division of Vocational Education, Department of Education meet quarterly with the key actors from the balance of state Youth Programs Office. This quarterly meeting is for the purpose of determining policy of BOS youth programs, reviewing problems and progress, and for overall planning and development purposes. Project staff work with the Division of Vocational Education at the State Department of Education to provide technical assistance to the local programs on vocational education curricula, etc.

The project staff develops RFPs to be sent to LEA's throughout the BOS geographic area. They also negotiate the contracts between the LEA and the prime sponsor with final authority held by the BOS office. The Youth Director has offices at the University and at the BOS office with his time divided approximately equally in each.

Project staff provides evaluation of some of the local programs for the prime sponsor; they also develop new program approaches for consideration by the prime. An end of the year report for the balance of state office is provided which covers all BOS youth projects and is accomplished on a case study and program data basis. A longitudinal followup study of youth program participants is now underway and will be ongoing for four years. Included in this followup are vocational education completers who will be used as a comparison group.

YOUTH EMPLOYMENT AND TRAINING IN-SCHOOL PROGRAM

Location: Sikeston, Missouri

Educational Agency: Sikeston Public Schools

Prime Sponsor: Balance of Missouri

Funding: $108,498 - YETP
Title IIA - 6% (Vocational Education)

Target Group(s): Rural in-school youth and dropouts willing to return to school

Contact: James Hall, YETP Coordinator
SEMO Skill Center
P. O. Box 722
Sikeston, Missouri 63801
(314) 471-5440

OVERVIEW

A vocational education program funded by YETP offers OJT and a range of transition services to high school students in Sikeston, Missouri. A skill center operated by the public school system and funded through CETA Title II-Vocational Education 6 percent funds, is the training site for the YETP youth. The open-entry exit program served one hundred and thirty-five students between October, 1978 and March, 1979. During a one-week orientation, new participants receive career guidance and may complete assessments of their vocational interests and aptitudes. An individual plan identifies which of the YETP services would be appropriate for the youth. Depending upon the needs of the student, she/he may be placed in skills training, pre-employment classes and/or GED preparation (for dropouts returning to the school system) at the skill center. Job shadowing experiences are also available. Many of the students are also placed in on-the-job training with private employers who may receive partial subsidies for student wages. Unsubsidized placement assistance for program completers is also available.

ROLE OF VOCATIONAL EDUCATION

As part of the Vocational Education Department of Sikeston Public Schools, the program has as a major focus the development of saleable skills for program participants. Twelve vocational areas are available at the skill center, which is primarily funded by CETA-vocational education 6 percent monies. Students enter a skill area based upon an assessment of vocational interests and aptitudes.

PRIME SPONSOR INVOLVEMENT

Employment Security, as subcontractor to the CETA Balance of Missouri office, is actively involved in several phases of the program. An Employment Security outreach office is located in a Sikeston school building; ES counselors conduct intake interviews and eligibility screening, provide administration and interpretation of the Kuder and GATB, and assist in development of OJT slots.

Contact between ES personnel and the program staff at the skill center is on an almost daily basis.

PROGRAM ACTIVITIES

Administrative Affairs

The LEA contracts with the Balance of Missouri to operate the YETP program. The program director, teaching staff, and counselors of the skill center provide the direct services to students with strong assistance from Employment Security staff.

Outreach, Assessment, Counseling, and Supportive Services

Outreach, assessment, and counseling are shared responsibilities of Employment Security staff and program staff at the skill center. Teachers and counselors in the schools also assist through referring prospective participants. Dropouts who are willing to return to a school setting (at the skill center) may be referred through several community agencies. Transportation assistance to the skill center and to OJT sites is provided.

Non-Skills Oriented Training

GED preparation is available at the skill center for dropouts who want to complete their education through the YETP program.

Life skills classes are held at the skill center covering such subjects as budgeting. Job shadowing, through short-term observations at local businesses, assists many of the YETP students to clarify career goals.

Institutional Occupational Skills Training

Skills training at the center is available in ten vocational areas:

auto mechanics, body and fender repair, power mechanics, upholstering, food service, refrigeration and air conditioning, machine trades, nurse aide, welding, clerical, building trades, and electrical wiring. Youths attend skills training classes part of the day and academic classes in home schools or GED preparation at the center for the remainder of the day.

Employability and survival skills classes are held each afternoon at the center (during sixth and seventh periods of the regular school day) for the YETP students. Credit is awarded for the training classes at the center. Students receive training allowances through YETP for the classes.

Work Experience and On-The-Job Training

OJT placements with private employers are developed for a few of the YETP participants. Employers may receive up to fifty percent of the youths' wages through YETP.

Placement

Placement assistance is provided through direct referral by program staff or ES personnel plus information provided on local employers.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location: Grand Island, Nebraska

Educational Agency: Grand Island Public School System

Prime Sponsor: Balance of Nebraska

Funding: $100,000 - YETP

Target Group(s): Urban in-school youth and dropouts; pregnant teens; young mothers; offenders

Contact:
Ed Virant, Project Director
YETP
805 West 4th Street
Grand Island, Nebraska 68801
(308)382-4467

OVERVIEW

The Grand Island program is designed to provide a range of vocational, academic, and support services to high school dropouts or students who have difficulty adjusting to the regular high school environment. More than one hundred twenty youth have been served since the program became operational in March, 1978. Pregnant teenagers, young mothers, and juvenile offenders are groups which have been targeted for service; together these groups comprise over half of the program enrollees. Sponsored by the public school system, the program shares a facility with an alternative school, which offers regular high school courses for credit or GED preparation and testing. Approximately one-half of the program participants are also enrolled in the alternative school with the majority in GED preparation programs.

YETP-Grand Island has five staff members (director, counselor, two half-time teachers, secretary) who provide a range of services. For example, assessment of vocational, academic and personal skills and placement and close follow-up in up to twenty-five CETA-held training slots in a local community college which offers one- to two-year vocational certificates are offered. Daily sessions in living skills, employability and survival skills and individual or group counseling are held. Assistance with remedial work and obtaining or learning about community services are included in the daily sessions. Placement and follow-up in work experience or on-the-job training positions matched to the occupational areas identified in the assessment period are incorporated into the program. Weekly classes are held for the pregnant teenagers and young mothers.

ROLE OF VOCATIONAL EDUCATION

The Central Technical Community College provides twenty-five slots throughout the school's vocational areas for YETP participants.

Further involvement with vocational education may be seen through coordination of efforts with the local director of vocational education, who has been involved with the program from the initial stages. The local director assisted in guiding the development of the proposal for the program. The director of the program and the director of vocational education meet regularly to discuss job opportunities in the area, to exchange information on job opportunities and job placements, and to exchange career education and occupational survival materials. They worked together to develop an evaluation form for on-the-job training experiences and are presently working to develop procedures for assigning vocational credit to students who may become enrolled in vocational education programs through the regular high school curriculum and who are also involved with the program.

PRIME SPONSOR INVOLVEMENT

The CETA representative visits the facility weekly to determine the economic status of new participants in the program. The Project Director and the CETA representative discuss the program frequently during the site visits and exchange information on problems of the program, changes in CETA regulations, new developments of the program, etc.

PROGRAM ACTIVITIES

Administrative Affairs

The day-to-day operations of the program are handled by the Project Director who keeps in close contact with the school board, the superintendent and the CETA office; the Director sends monthly program data reports to all three.

Program activities are frequently coordinated with activities of the alternative school. Curriculum materials are shared, and program staff often provide counseling services to alternative school students not enrolled in the YETP program. The two half-time teachers on the program staff spend the remainder of the work week as employees of the alternative school.

Outreach, Assessment, Counseling, and Supportive Services

Self-referral and peer referral are the primary means by which participants enter the program, although the court system, the Department of Welfare, school counselors, and the Job Service are often involved in the referral process. Initially the participant meets with the program counselor to learn about the program and to complete a data form (name, address, age, income data) for screening purposes. During that same week, the student meets with the CETA representative who verifies economic status. During the initial part of the program the student completes career interest inventories, values inventories, and an academic assessment and meets regularly with the counselor and/or Project Director to discuss needs, interests and abilities.

Individualized plans are developed for each participant during the assessment phase. Services are provided based on assessed individual need although completion of high school education and development of vocational skills through the community college and/or job experience are emphasized for all participants.

Non-Skills Oriented Training

A number of living skills, such as budgeting, getting drivers' licenses, installing utilities, housing assistance, etc., are provided through daily sessions conducted at the program facility.

Weekly classes in nutrition, child-rearing, medical needs, and related subjects are offered to pregnant girls and young mothers.

Remedial education for GED preparation is provided through referral to the alternative school in the same facility. Program staff members may assist participants in their remedial education assignments as needed.

Institutional Occupational Skills Training

Employability and job survival skills are incorporated into the daily sessions conducted by project staff.

Occupational skills assessment is offered through referral to Job Service for the General Aptitude Test Battery (GATB) as well as other skills assessment instruments available at the program facility. Following the vocational assessment period, participants seeking vocational skills training through the community college are accompanied to the campus by the program counselor or Project Director to be assisted in registering for one of the programs and in learning their way around the school. Course offerings include business and office occupations, accounting, automotive repair, carpentry and construction. Students receive a training allowance through CETA funds up to a maximum of twenty hours per week for their classwork.

Work Experience and On-the-Job Training

Work experience, CETA-paid on-the-job training, and/or unsubsidized employment provide part-time jobs for community college students.

The program counselor or the Project Director makes job site visits weekly or biweekly, depending upon individual need. An informal evaluation is made on the basis of a student's progress and employer's opinion. More formal evaluations are conducted every few months by completing an assessment form on each participant.

Placement

Work experience and on-the-job training slots are developed by the program staff and, when possible, are matched to the courses the participants are taking at the college. Other students in the program--those not enrolled in the community college--are also referred to jobs by the Project Director and the counselor, who attempt to match the job to the student's interest and aptitudes determined from the assessment period.

Although many participants remain with their employers after the training cycle, others are assisted with permanent placement. The program has an agreement with Job Service to receive updated job listings, which the counselor or Director use to identify potential job sites before Job Service representatives make the actual referrals. Other referrals and job development activities are accomplished through the assistance of the local director of vocational education or contacts with private employers developed by the program staff.

SUMMER IN-SCHOOL TRAINING PROGRAM FOR DISADVANTAGED YOUTH

Location: Lincoln, Nebraska

Educational Agency: Lincoln Public School System

Prime Sponsor: City of Lincoln

Funding: $12,000 - SPEDY (SYEP)

Target Group(s): Urban in-school youth

Contact: Mr. Terry Workman
Administrative Assistant to the Superintendent
720 South 22nd Street
Lincoln, Nebraska 68501
(402) 473-0238

OVERVIEW

For ten weeks during the summer, economically disadvantaged youth in Lincoln schools attend one-and-a-half hours per day of pre-employment training and career information activities in a classroom setting plus public service work experience placements for the remainder of the day. Lincoln High School serves as the base for the in-class activities.

The Lincoln program served approximately two hundred and fifty youth in 1979; the five teacher/counselors, in addition to classroom training and work experience placement, provide counseling, assessment of vocational interests, and follow-up during the work experience activities.

ROLE OF VOCATIONAL EDUCATION

The coordinator of the project, who also developed the original program plan in the early 1970's, is a vocational coordinator for the school system. Several of the classroom teachers are vocationally certified. Vocational counselors assist in the outreach and assessment components of the program.

The pre-employment skills training offered during the classroom component assists students in preparing for skills training courses and/or future employment.

PRIME SPONSOR INVOLVEMENT

Prime sponsor involvement in the Lincoln summer program, since early 1978, enabled program staff to serve a much greater number of economically disadvantaged students than had been previously possible. CETA planners assist the program coordinator in planning and program implementation through frequent meeting or telephone contact several months before the program begins and throughout the summer. CETA counselors assist in outreach, assessment, and placement activities; they also perform eligibility screening on disadvantaged criteria.

PROGRAM ACTIVITIES

Administrative Affairs

The program coordinator has the major responsibility for year-round planning of the program and initial summer implementation efforts. Five teacher/counselors, YETP paid (as is the coordinator), complete the program staff. An administrative assistant to the Superintendent acts as liaison between the program staff and central administration for the LEA.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and assessment are provided during the spring of every school year by vocational counselors and CETA counselors. Counseling is provided throughout the summer by the teacher/counselors. Transportation to job sites from the high school and back at the end of the day is available.

Non-Skills Oriented Training

Career awareness and exploration activities are part of the classroom curriculum.

Institutional Occupational Skills Training

The pre-employment classes offered each morning focus on the development of the individual's ability to adjust to the world of work. Positive attitudes and job hunting skills are two of the components built into the program.

Work Experience and On-the-Job Training

The work experience placements are in public service agencies; student wages are YETP-paid. Follow-up by the teacher/counselors is provided to resolve problems between the employer and the student and to identify work habits which need to be improved during the classroom component.

Placement

Work experience placements are developed by the teacher/counselors and the prime sponsor.

YOUTH EMPLOYMENT PROGRAM

Location:	Plattsmouth, Nebraska
Educational Agency:	Plattsmouth Community Schools
Prime Sponsor:	Balance of Nebraska
Funding:	$27,164 - YCCIP
Target Group(s):	Rural in-school youth identified as potential dropouts
Contact:	Fred Kaufman, Superintendent of Schools Plattsmouth Community Schools 2001 South 15th Street Plattsmouth, Nebraska 68048 (402) 296-3361

OVERVIEW

Nine potential dropouts in Plattsmouth High School are learning employability skills and working in the field of landscaping through a YCCIP program operated by the LEA. As part of the vocational education program of the high school, the project has as its purpose to "teach skills that would lead to possible employment" according to the Superintendent of Schools. Students work after school and on Saturdays during the school year and full time in the summer at job sites on public school grounds; salaries received are minimum wage through YCCIP funds. The program awards ten hours of school credit for a full year of participation; and five hours credit for a half year.

The teacher/supervisor of the project, who is vocationally certified, provides employability skill training during brief class sessions held prior to going to the job sites. Skill development in such areas as landscaping equipment repair, planting and pruning techniques, aeration, and landscape planning occurs on-the-job through training provided by the teacher/supervisor. A landscape architect (whose fee is paid by the LEA) acts as consultant to the project through assisting the Superintendent of Schools and the Local Director of Vocational Education in developing the curriculum and identifying competencies.

ROLE OF VOCATIONAL EDUCATION

The Local Director of Vocational Education coordinates project activities with the Superintendent of Schools and is involved in administration, policy determination and curriculum development.

The Vocational Education Department of Plattsmouth High School has integrated the YCCIP participants into the regular high school vocational program through the use of its classrooms, facilities, and equipment. A vocationally certified teacher/supervisor provides both the classroom training and the on-the-job skills training for the students.

PRIME SPONSOR INVOLVEMENT

Two local CETA representatives spent three working days with the Superintendent discussing plans for program development and implementation; frequent contact has been maintained to exchange program information or to resolve problem areas. The Nebraska Department of Labor serves as the prime sponsor.

PROGRAM ACTIVITIES

Administrative Affairs

The teacher/supervisor keeps program data reports and handles daily operations; the Local Director of Vocational Education has administrative responsibility for the program; contractual responsibility lies with the Superintendent of Schools. The Local Director, Superintendent, and local CETA representative work together to oversee the program.

Outreach, Assessment, Counseling, and Supportive Services

Self-referrals and teacher or counselor referrals comprise the majority of participants in the Youth Employment Program. The teacher/supervisor at Plattsmouth High School meets with the student and goes on the job sites during the semester, both in the evening and on Saturday. The group works together with the supervisor. Counseling is provided by the teacher/supervisor on an informal basis, one-on-one or group counseling. Materials and support come from the county Department of Roads, the local agricultural extension agent, and various other community agencies.

Non-Skills Oriented Training

Non-skills oriented training concentrates on the development of healthy attitudes toward work and supervision. An effort has been made to improve social skills through a field trip and overnight camping experience.

Institutional Occupational Skills Training

The participants meet in a classroom before going to a job site one evening per week and on Saturdays. During the classroom meeting the teacher/supervisor discusses such subjects as getting to work on time, improving work habits, getting and keeping a job, encouraging the students to call him if they are unable to make it to the session, and other employability skills involving job responsibility. Discussions of employability skills or individual problems on the job are also handled at the job site on an individual basis between the teacher/supervisor and the student in question.

Work Experience and On-the-Job Training

Work experience in landscaping provides the major thrust of the program. Students overhaul the maintenance equipment used in landscaping such as lawnmowers (sharpening the blades for example), do some minor maintenance inside the schools when it is too cold to work outside, aerate the football field, put fertilizer on the football field, pick up rubbish, learn trimming techniques, plant grass, trees and shrubs. They work on the Plattsmouth High School grounds and at other schools in the system. The students receive up to ten hours of credit in the vocational education curriculum. Students may stay in the program up to one year.

Placement

The Director of Vocational Education at the high school, who is also coordinator of work study programs, has the responsibility for job placement. She works with all participants during the operation of the program and after its termination to find suitable job placement.

THE VOCATIONAL ADJUSTMENT PROGRAM

Location:	Ralston, Nebraska
Educational Agency:	Ralston Public School System
Prime Sponsor:	City of Omaha
Funding:	$24,000 - YETP Governor's Grant 25,000 - YETP 53,000 - YETP Governor's Grant for Handicapped Youth Project
Target Group(s):	Urban and rural in-school youth, in particular the handicapped and other special needs groups
Contact:	John Vacanti, Project Director Vocational Adjustment Program 90th and Park Drive Ralston, Nebraska 68127 (402) 331-7373

OVERVIEW

The Vocational Adjustment Program was designed to meet the needs of high school students in the Ralston school system and other Omaha Suburban Area Council schools who are handicapped or have special needs resulting from economic, social, and/or academic disadvantaged criteria. The program, which is physically located in one high school but which serves students in eight high schools, has three major components: (1) Evaluation, through aptitude, interest, and skills testing, as well as results of participation in career-oriented activities; (2) Training, which consists of (a) in-school training in employability, survival and basic living skills and (b) on-the-job training in unsubsidized positions throughout the community with close monitoring by program staff during the on-the-job training placements; (3) Placements in part-time positions (or full-time for graduates), which are matched to the students' career interests, aptitudes and abilities following the evaluation and training phase.

The purpose of the program is to provide special needs students who are unprepared for the transition from education to work with opportunities which contribute to vocational stability.

ROLE OF VOCATIONAL EDUCATION

The Vocational Adjustment Program assists students in identifying and exploring appropriate vocational areas in which they are placed to receive training. The development of vocational skills is accomplished through training in a job setting in conjunction with employability and job survival skills developed in the school setting. The Project Director coordinates efforts with vocational teachers and counselors in the high schools, particularly for on-the-job training placements of vocational students.

PRIME SPONSOR INVOLVEMENT

YETP monies have been used since the program began in early 1978 to purchase vocational assessment materials and equipment.

The prime sponsor representative monitors the program through quarterly site visits to the school and review of required program data. The Project Director is in frequent contact with the CETA office to receive assistance in clarifying regulations or in developing proposed plans for expansion of the program.

PROGRAM ACTIVITIES

Administrative Affairs

The Project Director handles the day-to-day efforts of the program and receives frequent and ongoing guidance from both the Director of Special Education for the public school system and the Superintendent of Schools. A half-time project Counselor assists the Director in providing services to the students. The Job Service representative, who works in the school to provide placement services to all students, is located in the same office as the Director and frequently assists project participants in their placement needs.

Outreach, Assessment, Counseling, and Supportive Services

The Project Director visits each of the schools served to maintain contact with school personnel. Program information is provided through pamphlets (one for prospective students, one for employers) and program overviews for school personnel. Referrals are made through the school system; handicapped students, who comprise approximately half of the participants, are referred through the school's special education committee. Individualized education plans (IEPs) developed by the committee determine the services to be provided. Individual plans for non-handicapped students are developed by the program staff to identify which component(s) of the program would benefit the student and to specify activities. Individual and small group counseling sessions are held by project staff at least weekly for each active (those who report to the program area two or more times weekly) student. The evaluation component of the program consists of interest, aptitude, and vocational skills assessment utilizing such instruments as the Strong Vocational Interest Battery and the Differential Aptitude Test; work samples are frequently used to assess vocational skills.

The one hundred twenty-plus students served to date through one or more of the components include an all-star basketball player who is learning disabled. Through the efforts of the program staff, the student has all class materials available to him on tape which enables him to overcome his handicap in the learning environment.

Non-Skills Oriented Training

Non-skills training is provided through individual and group activities provided in the program area (an office area and a classroom/work area) on a daily basis. Discussions or group activities may relate to career interests, attitudes toward school and work, and basic living skills.

Students may come into the program area from one to three hours per day between two and five times per week. Credit awarded for in-class participation (in conjunction with the on-the-job training component) amounts to a maximum of five credits per semester and up to forty credits total for each student.

Institutional Occupational Skills Training

In-class skills training centers on job survival skills such as coping with difficult supervisors or adjusting to new work environments. Discussion, filmstrips, and role-playing are teaching methods frequently used during the daily sessions.

Work Experience and On-the-Job Training

The on-the-job training component consists of working twenty hours per week after school and on weekends (or up to full time in the summer) with private employers in the community. The Director, his assistant, or a Job Service representative located in the same office provide job development and job creation services for the on-the-job training positions. Placement in on-the-job training slots is based upon the results of the assessment phase for each student; strong efforts are made to match interests, skills, and aptitudes to the entry-level skills training. Following a forty-day on-the-job training period, the Project Director meets with the employer to evaluate the student and they decide together the job readiness of the participant. If this initial period is successful, a ninety-day evaluation period follows: at the end of that period, the Director and employer evaluate the work traits of the student on a five-point scale with descriptive comments added. The daily sessions held in school provide constant opportunity for the staff to assist the student in resolving problems occurring on the job or in practicing a needed job skill.

Placement

Placement assistance in finding unsubsidized employment is offered by the two staff members or the Job Service representative. Employers are contacted through "mail-outs"--brief information form identifying types of jobs, etc.--four times per year and followed up through telephone contact for job development and job creation purposes. Direct referral methods or indirect referral through providing information are utilized.

CETA/COOPERATIVE VOCATIONAL EDUCATION PROGRAM

Location: Las Vegas, Nevada

Educational Agency: Clark County School District

Prime Sponsor: Las Vegas Consortium (Clark County)

Funding:
$189,273 - YETP
272,842 - Title IIB
126,076 - Title IIA - 6% (Vocational Education)

Target Group(s): In-school students and offenders in an urban area

Contact:
Dr. Marshall Darnell
Director of Vocational Education
2832 East Flamingo Road
Las Vegas, Nevada 89121
(702) 736-5481

OVERVIEW

There are some 1,800 students in vocational cooperative programs in Clark County; approximately two hundred of these are CETA students who have been moved into cooperative training through the CETA/Cooperative Vocational Education Program. The program uses CETA funds to start students in vocational training and provides them with labor market information, occupational survival skills, and supportive counseling

CETA counselors are assigned to various schools to work with CETA eligible youth. This ensures a smaller student/counselor ratio for CETA youth and a continuing advocate who can track students' vocational progress.

ROLE OF VOCATIONAL EDUCATION

The Director of Vocational Education was instrumental in negotiating the agreement for the CETA/Cooperative Vocational Education Program. The role of vocational education in serving CETA youth through cooperative programs is a part of the larger role of vocational education in Clark County. By the sophomore year, students have an opportunity to transfer to the Southern Nevada Vocational Technical Center. The vocational education programs available are those geared to the local labor market. One comprehensive high school has a program in gerontology. New programs are constantly being instituted, one including a new video program to train TV camera persons.

PRIME SPONSOR INVOLVEMENT

The prime sponsor meets weekly with program staff to discuss reports, problems, and ideas. Monitoring is a major prime sponsor function while the majority of direct activities are carried out by program staff. Program staff includes seven CETA-funded counselors and several teachers paid full-time through CETA funds.

PROGRAM ACTIVITIES

Administrative Affairs

CETA monies are tied into one contract to form one program. Title II-B monies pay the allowances and wages of the students as well as some counselors; YETP monies pay for counselors; Title II - six percent monies pay for all teachers. However, program teachers include both those paid full-time out of CETA and those who come from the comprehensive high school staff. In-service education is an important component of this program. It is provided for both counselors and teachers. Seven days of in-service education were provided in the 1978-79 school year; four were planned before 1979 summer school and four before the regular program starts again in the fall.

Line administrators also have a role to play in the program. Principals in the participating schools have produced needs assessments and developed statements of available resources to assist the program.

Outreach, Assessment, Counseling, and Supportive Services

The program is publicized to all students; referrals are made from regular school counselors. Counseling is provided through seven CETA counselors who are assigned to the various schools to work with the CETA youth. A full range of services in the high schools (including a social worker, family aides, audiologist, health technicians, etc.) are utilized by the CETA program for participants. In this way CETA does not have to go outside to find the necessary supportive services.

Non-Skills Oriented Training

During the summer program, students are involved six and a half hours per day, two hours of which are devoted to tutorials in math and reading. During the regular school year, students have access to regular school programs. For example, vocational students may have tutorial classes. In both the high schools and vocational technical centers, the CETA counselors talk with the regular counselors and may do testing if it is necessary to determine specific needs of participants. A number of schools also have afternoon classes available in various remedial education topics.

Institutional Occupational Skills Training

Skill training is available to participants in both the comprehensive high schools and the vocational technical center. There are six programs in the comprehensive high schools and seventeen through the vocational centers. Students can transfer from one school to the other. Occupational survival skills are a major program component. In some high schools these were already available; where there were none, such a program was built.

Work Experience and On-the-Job Training

Work experience is tied to student training. At the Spring Mountain Boys' Center, programs are offered which cut across general interest areas. Programs include forestry and culinary arts. In the summer, sixty students at the Boys' Center have forestry training available on-site.

The cooperative education students work two hundred and seventy hours during the semester. Students who work during the summer and students who work during the semester on the co-op receive a total of two hours of academic credit for time spent on the job. Students in the cooperative program receive the credit if they receive fair recommendations from their employer and above average recommendations from the career coordinator. Basically, however, academic credit for work experience is awarded on the basis of time spent.

Placement

The coordinator or program specialist plus counselors and cooperative eduation staff participate in placement activities.

SPEDY

Summer Program for Economically Disadvantaged Youth

Location: Manchester, New Hampshire

Educational Agency: 14 School Districts

Prime Sponsor: Hillsborough County

Funding: $595,000 - SPEDY (SYEP)

Target Group(s): Urban and rural youth ages 14-21

Contact: James Machakos, CETA Director
Southern New Hampshire Services, Inc.
P. O. Box 5045
Manchester, New Hampshire 03108
(603) 669-0701

OVERVIEW

A SPEDY program run by a CBO in New Hampshire goes far beyond the work experience of typical summer youth programs. The basic components, which vary within the fourteen public school districts involved, are vocational assessment, counseling, entry level skills training, career exploration, work experience, and employability skills development. Because the sixteen to twenty-one age group in the area does not have a particularly high unemployment rate, this SPEDY program concentrates on the fourteen and fifteen year age group. (Seventy-one percent of the SPEDY participants are fourteen or fifteen).

During the summer of 1978, the nine-week program offered all students some form of vocational assessment (interview or standardized testing) and counseling. Ninety youths enrolled in an in-school program called Project CAVE (Career Awareness through Vocational Education), which offered exploratory activities or skills training from 8:00 AM to 1:00 PM, Monday through Friday. Two hundred youths enrolled in Project Discovery, consisting of two weeks of exploratory activities during the course of the summer program. Training allowances were provided for in-school activities; wages (at minimum wage rates) were paid for work experience. Over five hundred youths were placed in full-time work experience placements.

Activities for 1979 include an expansion of the occupational skills training areas available and the addition of special SPEDY projects to be operated by other community agencies.

ROLE OF VOCATIONAL EDUCATION

Vocational instructors and vocational education equipment/facilities are used in the entry level skills training and exploration activities of Project CAVE. Project Discovery also used vocational instructors, teachers, and other staff. Project CAVE--Career Awareness through Vocational Education--enables youths to choose between exploring several different occupational areas and developing skills in metal manufacturing, graphics, automotive and auto body repair, maintenance and construction, food service, or agriculture. The Director for Project CAVE is the Director of Industrial Arts for one of the school districts.

A local director of vocational education from one of the three participating CAVE districts has been actively involved with the yearly planning of the SPEDY program. He also serves on the Manpower Planning Council for the prime.

PRIME SPONSOR INVOLVEMENT

As the administrative arm of the prime, Southern New Hampshire Services, Inc., administers SPEDY and CETA funds under other titles.

The regional CETA representative in Boston monitors the program and maintains frequent contact (almost weekly during major planning stages and program operations).

The CETA Manpower Planning and Youth Councils provide overall policy development for the SPEDY programs.

PROGRAM ACTIVITIES

Administrative Affairs

Southern New Hampshire Services, Inc., as an administrator of Community Action Programs, has contractual responsibility with the prime, Hillsborough County, to administer SPEDY funds. The three public school districts in which Project CAVE is operated have separate agreements with Southern New Hampshire Services, Inc., for the use of facilities. The teachers and counselors of Project CAVE are usually regular employees of the school districts who are paid through SPEDY funds for the summer. Coordination with the LEA's in planning, implementation, and on-going summer activities is a continual process. Meetings and telephone contact for planning purposes occur frequently between CBO staff and education administrators.

Outreach, Assessment, Counseling, and Supportive Services

Outreach activities are handled jointly by the CBO and the LEA's through posters and pamphlets in the schools, stores, and community agencies. All SPEDY students receive some form of assessment ranging from interview for determination of interest and experience to administration of the Job Match component of COATS (Comprehensive Occupational Assessment and Training System). Career counseling is a built-in component of all the summer programs. Eligibility screening is done by Southern New Hampshire Services, Inc. Lunches are provided in all of the participating schools and also at Project Discovery.

Non-Skills Oriented Training

Occupational orientation through field trips, workshops, speakers from the business community, etc. are provided to the youths involved in the in-school project as well as Project Discovery. Career exploration activities, consisting of field trips, are also available to those participants involved in the work experience component. Project Discovery participants spend two weeks in exploratory activities sometime during their nine-week employment. Project Discovery participants choose to explore three to four different occupational areas. Exploratory activities may include working as a team to build a small brick wall or rough building frame, exposure to office duties of filing and telephone procedures, etc. All exploratory activities are "hands-on" rather than using a classroom approach.

Institutional Occupational Skills Training

Skills training is provided to Project CAVE participants who choose to remain in one occupational area for the entire nine weeks. The occupational areas in the schools are set up much like a business; business titles such as personnel manager and division manager are used rather than educational titles of counselors and teachers. Youths are referred to as employees. One particularly effective method of motivating the youths to remain on the job and be productive is a salary review at three and six weeks into the program. Pay increases are given to deserving employees. (Employability skills are developed through this employer-employee approach.)

Two of the three LEA's involved in Project CAVE have at least five occupational areas from which participants may choose. Youths in the graphics training frequently work on pamphlets or materials used by the CBO. Food service students in the Nashua School District make cold lunches for some of the other students and for a community service program. Auto body repair students may bring their own car in for work. A special agricultural project allows twenty students to plant crops and learn agricultural techniques on three to four acres of land.

Work Experience

Placements for those involved in work experience are in public service agencies with wages paid through SPEDY. Work experience placements are matched as often as possible to results of assessment of vocational interests or stated interests.

The CBO circulates RFP's to several community organizations to develop special projects involving work experience; proposals submitted include an anti-vandalism project to repair damages to schools, repair of a baseball field, etc.

Placement

Placements in work experience positions are developed by prime sponsor youth staff through visits, mailings, and telephone contact with local non-profit agencies.

WORP

Work Opportunity Research Project

Location: Albuquerque, New Mexico

Educational Agency: The Albuquerque Public School System

Prime Sponsor: Albuquerque Consortium
Balance of New Mexico

Funding: $2,000,000-YIEPP
134,000-YETP
92,000-HEW

Target Group(s): Urban in-school youth; pregnant girls and young mothers

Contact: Carlos Duran, Division Manager for Youth Programs
Office of CETA (OCETA)
505 Marquette Street, N.W.
Lower Level Lobby
Albuquerque, New Mexico 87102
(505) 766-7204

OVERVIEW

The Work Opportunity Research Project (WORP) of Albuquerque offers guaranteed jobs to youths willing to remain in school through Title IV entitlement funds. Additional funding sources (YETP, HEW and in-kind services of the LEA) allow the program to expand opportunities to work experience, counseling, and in-class training of pre-employment skills.

WORP students attend weekly one-hour classes devoted to developing students' abilities in getting and keeping a job, dealing with employers, improving work habits, etc. Student assessment of interests and abilities, through use of a computerized system, is also scheduled during the class time. Placement in subsidized positions is for fifteen hours per week during the school year and thirty hours a week during the summer.

Program counselors meet regularly with students in the schools, in their homes, or on the job to provide counseling and follow-up services. Each counselor has a caseload of forty participants.

Pregnant girls or young mothers are offered work experience positions and counseling services through WORP.

ROLE OF VOCATIONAL EDUCATION

The Division of Vocational Education, State Department of Education administers part of the CETA funds ($92,000) which are used in the in-class activity and work experience component of WORP. The CETA state Supervisor in the Division of Vocational Education has responsibility for administering the funds in this and six other local programs known collectively as Comprehensive Career Employment Development Activity. The State Supervisor assists in policy development or technical assistance for WORP through in-service training workshops, on-site visits and telephone contact with program staff; he also serves on the Albuquerque Youth Advisory Council.

Employability and survival skills development is a major focus of WORP; classroom training in job search techniques, development of positive attitudes toward work, etc. is provided.

PRIME SPONSOR INVOLVEMENT

There are two primes-the balance of New Mexico and the city-county consortium- which provide funding to WORP. Two CETA planners from the Albuquerque/Bernallilo prime met with public school officials for several working days to plan and develop WORP. The Division Manager of Youth Programs and other local CETA staff are in frequent contact with public school officials to discuss WORP and other LEA/CETA programs. CETA staff pays visits to work sites and to program offices to meet with students and staff.

The BOS prime maintains contact with the program through providing technical assistance (regulations, funding, etc.) directly to program staff and by dealing with the CETA State Supervisor in the Division of Vocational Education.

PROGRAM ACTIVITIES

Administrative Affairs

WORP staff consists of the Project Coordinator, one teacher, six counselors, one clerk, one bookkeeper, and one accounting aide. The salary of one program teacher is paid by the funds obtained from the Department of Vocational Education. All other staff salaries are through YIEPP funds.

The Project Coordinator of WORP handles day-to-day affairs of activities and program reports. He keeps school officials informed and meets with them regularly to discuss problems or policy matters. The local prime sponsor receives weekly reports of new admissions, activities, etc. and meets or talks with the coordinator to discuss the program. Manpower Development Corporation (MDC) of North Carolina (a subcontractor of Manpower Demonstration Research Corporation of New York) has responsibility for coordination and assessment of this (and other) entitlement program. MDC receives all program reports and keeps informed of activities, expenditures, policies, etc.

Outreach, Assessment, Counseling, and Supportive Services

All participating high schools assist in outreach activities through displaying posters and distributing literature to students, teachers, and counselors. Community Service agencies also assist in outreach. Interested students (or dropouts willing to return to school) complete an application at the WORP admission office which is located in the largest participating school. Staff counselors meet with parents or guardians to verify information and to explain the program.

Assessment of career interests and abilities is accomplished by interview and, recently, the introduction of the Comprehensive Occupational Assessment and Testing System (COATS). COATS is a system used to (1) assess and analyze, (2) prescribe and instruct, and (3) evaluate and place students in each of the four major components. The components are Job Matching, Employability Attitudes, Living Skills, and Work Samples. The six program counselors meet with students on the job, at home, or in school to provide counseling. Bus service from pickup points to major job sites and back is provided.

Non-Skills Oriented Training

Life skills such as opening checking accounts, completing forms, identifying bus routes, etc. are taught in the WORP class.

Institutional Occupational Skills Training

Job survival, job search, and similar subjects are emphasized in the weekly WORP class.

Work Experience and On-the-Job Training

Subsidized employment in the public sector is provided to all WORP students, who work fifteen hours per week during the school year and thirty hours per week during the summer. Jobs include mechanic helper, clerical aide, dental assistant helpers, food service worker, etc. The primary work sites are Kirkland Air Force Base and the University of New Mexico. Credit is awarded for the work experience activities.

Teenage girls who are pregnant or who have recently had a child attend a state-funded alternative school in Albuquerque. WORP counselors assist these students by placing them in work experience positions close to the school. Counseling services are provided regularly.

Placement

Placement assistance of employer information and indirect referral is provided by the WORP counselors.

Work experience positions are developed by the WORP counselors, who visit the job sites regularly to meet with employers to resolve problems, develop new jobs, etc.

CCEDA

Comprehensive Career Exploration and Development Activities

Location: Santa Fe, New Mexico

Educational Agency: Division of Vocational Education, State Department of Education

Prime Sponsor: Balance of New Mexico

Funding: $182,301 - YETP

Target Group(s): Rural and urban high school students

Contact: Carlos Gonzales, State Supervisor of CETA Programs
Division of Vocational Education
State Education Building
Santa Fe, New Mexico 87503
(505) 827-2991

OVERVIEW

Students in seven high schools throughout the New Mexico balance of state are involved in career exploration through job observation in the Comprehensive Career Exploration and Development Activities (CCEDA) program. Over 1400 youths from all economic backgrounds were enrolled in the YETP-transition service program between October, 1978 and May, 1979. CCEDA counselors, each assigned to a participating school, assess students to determine their career interests, provide career information and counseling, and place the students in one or more observation sites throughout the community. Students have the opportunity to get a first-hand look at how a particular job is performed, to talk to individuals in the job, and to learn about the work environment.

ROLE OF VOCATIONAL EDUCATION

The Division of Vocational Education within the State Department of Education has contractual responsibility for administering the CCEDA program. The CETA State Supervisor (within the Division of Vocational Education) has been a primary figure in the program in proposal development, implementation, and ongoing activities. He also serves on the Manpower Planning Council.

The CCEDA counselors, some of whom are vocationally certified, coordinate activities with the assistance of vocational counselors in the schools.

PRIME SPONSOR INVOLVEMENT

The state BOS (the Governor's Office of Employment and Training) is in frequent contact with the CETA State Supervisor to discuss CCEDA and other CETA-funded programs. The BOS office provided labor market information during the needs assessment process and served as advisors during program development stages. State CETA representatives attend some of the in-service training sessions conducted by the CETA State Supervisor for local staff members.

Local Employment Security offices, which are frequently under contract with the BOS, serve as a resource for CCEDA staff. Employment Security personnel frequently assist by supplying names of employers for possible observation sites and also by attending local CCEDA planning meetings. When the program was being developed, the CETA State Supervisor visited principals to explain the CCEDA program; he frequently asked a local ES representative to accompany him.

PROGRAM ACTIVITIES

Administrative Affairs

On the local level, the CCEDA counselors are employees of the LEA's; they coordinate CCEDA activities with vocational counselors, principals, and teachers. The CETA State Supervisor, Division of Vocational Education, has overall administrative responsibility for the program. He maintains close contact with each of the seven CCEDA counselors and with the principals of the participating schools.

Outreach, Assessment, Counseling, and Supportive Services

Outreach, assessment, and counseling are provided mainly by the CCEDA counselor with the assistance of school personnel in the referral of students. Assessment of vocational interests is accomplished by the interview process and frequently by the use of a career interest inventory. Career information and career counseling are provided during the initial interview and/or through follow-up meetings.

Non-Skills Oriented Training

Following the assessment, the student is placed in an appropriate observation site with public or private employers in the community. Observation activities last from a few hours to several weeks (a few hours at a time), depending upon student interest and availability of the site.

Observation assignments in several occupational areas may be made. Academic credit may be awarded to students who choose to complete ninety hours of observation time within one semester (approximately twenty percent of the participants choose the credit option). Coordination with other school personnel has enabled the CCEDA counselors to rearrange schedules for some students to permit observation sites during afternoon school hours; other students go to the observation sites on their own time.

Work Experience and On-the-Job Training

The CCEDA counselors occasionally assist other YETP programs which offer work experience. The CCEDA counselors may place students in work experience positions or provide information on prospective sites to the YETP work experience counselors.

Placement

Placements for the observation sites are developed by the CCEDA counselors with the assistance of local Employment Security personnel.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location: Eden, New York

Educational Agency: Board of Cooperative Education Services (BOCES-2)

Prime Sponsor: Erie County Consortium

Funding: $255,802 - YETP

Target Group(s): In-school rural youth; handicapped youth

Contact:
Carl N. Friedman
YETP Program Director
4071 Hardt Road
Eden, New York 14057
(716)992-3413

OVERVIEW

Over one hundred in-school youth (fifteen percent of whom are handicapped) are enrolled in the YETP program operated by the Board of Cooperative Educational Services (BOCES-2). This consortium of nine school districts is part of a statewide BOCES network. Assessment, counseling, pre-employment services, work experience, and placement are the services offered through the YETP program.

Nine YETP counselors (one for each school district) visit the schools, interview prospective participants, counsel students, conduct monthly seminars on employability skill development, and coordinate other program activities. Work experience placements, for ten hours during the school year and thirty-five hours during the summer, are in the public sector, YETP paid, at minimum wage levels. Seven of the nine LEA's award academic credit for the work experience component.

Activities for handicapped students are coordinated with special education committees of the schools; individualized education plans (IEP's) developed by the committees are used by program staff in the selection and delivery of appropriate services.

ROLE OF VOCATIONAL EDUCATION

Vocational students, who comprise fifteen percent of the YETP participants, are matched in work experience placements to their vocational program areas.

Pre-employment skills of job hunting, job survival, and employability are developed through monthly seminars conducted by YETP counselors and through individualized counseling sessions.

PRIME SPONSOR INVOLVEMENT

The prime sponsor representative from the Employment and Training Service was involved in the proposal development stages through frequent meetings or telephone contact. Technical assistance is provided regularly; meetings held approximately every two months between prime and project representatives are for the purposes of reviewing progress, resolving problems, or expanding the program.

PROGRAM ACTIVITIES

Administrative Affairs

The Project Director has administrative responsibility for ongoing operations of the program. The nine program counselors spend most of their working time in the schools with office space and materials provided by the LEA's. One Job Developer and one Special Education coordinator complete the project staff, who are all YETP-paid and employed by BOCES-2, the educational consortium, which has contractual responsibility for the program.

Outreach, Assessment, Counseling, and Supportive Services

The program counselors provide or coordinate outreach activities with the assistance of school personnel. Assessment, consisting of interest, aptitude, and work values testing plus interviews to learn of vocational education coursework or previous work experience, is conducted in the schools by the program counselors. Eligibility screening on disadvantaged criteria is performed by the counselors with verification through the prime sponsor.

Counseling, particularly for the handicapped students, is an ongoing component of the program. Personal, academic, and vocational concerns are all dealt with during the individual or small group sessions.

Institutional Occupational Skills Training

Vocational education participants, who attend vocational centers half of the school day and home schools the other half, are placed in work experience positions matched to their program areas.

Pre-employment skill development, through monthly seminars held in the schools, are conducted by the program counselors. Job hunting skills, interviewing techniques, and positive work attitudes are stressed.

Work Experience and On-the-Job Training

Work experience is the major component of this YETP program. Participants are placed in jobs matched to results of the assessment component or to their vocational programs. Program counselors pay biweekly visits to the work sites (which are in the public sector) to provide follow-up services.

A Skills Competency Profile, identifying specific competencies learned on the job, is developed for each participant following the work experience component.

Placement

Direct placement services (in unsubsidized positions for program completers) are provided by the full time Job Developer, who contacts employees concerning existing openings or for the development of new positions. The Skills Competency Profiles assist the Job Developer in identifying suitable areas of employment.

The Job Developer and the counselors work together to identify and develop suitable work experience positions.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location:	New York, New York
Educational Agency:	New York City Board of Education
Prime Sponsor:	New York City Department of Employment
Funding:	$3,500,000 - YETP
In-Kind Contribution:	Materials and equipment in vocational shops
Target Group(s):	Urban in-school youth; 14-15 year olds
Contact:	George R. Quarles, Chief Administrator Center for Career and Occupational Education 110 Livingston Street Brooklyn, New York 11102 (212) 522-5122

OVERVIEW

As a part of the New York State Division of Vocational Education initiatives to strengthen the CETA connection, the New York City Board of Education's Center for Career and Occupational Education was designated to work with the prime sponsor, the New York City Department of Employment. Together they planned the YETP program. Other educational divisions including the Division of High Schools and the Bureau of Cooperative Education also participated in the planning. The Board of Education endorsed the program underwriting funding for initiating the program prior to the receipt of the 22% YETP funds, mandated set-aside under the legislation.

What began as a targeted effort in sixteen high schools has expanded to serve students in forty-five of the one hundred ten high schools in the five New York borroughs. The expansion has been due to the interest of principals and counselors in participating in the YETP program. The program provides seventeen hundred work experience slots for high school students aged sixteen through nineteen in addition to a demonstration project involving four hundred fourteen to fifteen-year-old junior high school students in community service activities. The Career Experience Center, the hub center for the YETP project, was established with program funds to serve as the focal point of program operations.

ROLE OF VOCATIONAL EDUCATION

Vocational education is an important interface with the YETP program. Both YETP and vocational education planning staff meet monthly to discuss methods of coordinating including the use of vocational education and CETA funds. Vocational education funds have been used in the YETP program to pay for the salaries of instructors. The Youth Employment and Training Program is staffed by certified counselors and teachers, many of whom are vocational teachers. Vocational education planning staff are involved in the operation of the program.

PRIME SPONSOR INVOLVEMENT

The prime sponsor participated in the conceptualization of the YETP program. Currently, the prime sponsor maintains a monitoring function and provides technical assistance related to interpretation and application of federal regulations. Regular biweekly meetings are scheduled with the YETP project director to work out any problem areas.

PROGRAM ACTIVITIES

Administrative Affairs

The YETP program reports directly to the administrator of the Center for Career and Occupational Education (CCOE) as do the vocational technical units. The joint oversight of CCOE provides a link between YETP and vocational education. The YETP program has a staff of forty-five. The YETP staff is supplemented by high school counselors and vocational instructors who work part time or during the summer. Program improvement efforts have included orientation sessions for counselors and high school principals.

Outreach, Assessment, Counseling, and Supportive Services

Outreach activities take place in the high schools and are facilitated through the funding of a 2/10 position in each high school for a person whose job is to identify and select participants. Students who have an identified interest in the program are sent to the Career Experience Center and are provided with subway tokens or other fare necessary to get to the Center. Remaining activities take place at the Center. These activities include intake and assessment, counseling, and the provision of supportive services.

Intake and assessment is a two day process. Students receive orientation to the program, complete job applications, and are tested using the Harrington/O'Shea Career Decision Making Inventory. They then receive counseling in individual or group sessions to develop a career plan. Supportive services are arranged during the counseling. These services include use of a Computerized Career Information System, medical services, and programs in consumer education, handicapped work experience, and others. For example, arrangements have been made with the Adolescent Clinic at Harlem Hospital Center for medical and/or psychological examinations on an as needed basis. A YETP Student Council provides opportunities for students to participate in the administration of the program, including development of a student-run office and newspaper at the Career Experience Center.

Non-Skills Oriented Training

Students' basic education level is assessed upon entry into YETP and if remedial education is needed, referrals are made back to the students' high school to initiate appropriate training or tutoring. There is also a career resources library located in the Center complex.

Institutional-Occupational Skills Training

Approximately fifteen percent of the students in the program have been referred from vocational high schools where they have already received two to three years of institutional occupational skills training. For students who have not had previous training in occupational survival skills at their high schools, survival skills are included as a part of orientation at the Career Experience Center.

In some cases, vocational education workshops operate as employment sites for students. For example, a program in typewriter repair combined an instructional program in one of the vocational high schools with repair work performed in the same shop and laboratory. In this way, students had experience in an environment similar to a sheltered workshop where they repaired typewriters to be used in the New York City School system.

Work Experience and On-the-Job Training

Students are placed in a variety of jobs at four hundred sites including hospitals, museums, and municipal agencies. They work ten to nineteen hours a week and thirty-five hours a week during the summer. They must have their own transportation to the sites but can use their school passes for this. Some students work alternate weeks and others work part-time after school. A training plan is developed for each students to ensure that the student will have an opportunity to develop entry level skills in the particular job. A pre-placement site evaluation form is used to assess work sites prior to assignment of any students to the site. Students are receiving academic credit for the work experience. They are evaluated by the job site supervisor. These ratings are tabulated and a grade is derived. A score of 65 is passing. This credit is equivalent to one elective course in the regular high school curriculum.

Work experience is available through a series of integrated work settings. These are actually individual YETP programs designed through the Center for Career and Occupational Education. For example, in FY '78, thirty-eight students from various schools were provided work experience at the Snug Harbor Cultural Center. Some of the students were actually able to take their academic courses at Snug Harbor in the morning. Work experience at the Snug Harbor site includes interior renovations, furniture refinishing, and groundskeeping. In another instance, YETP students worked with the People's Development Corporation and prospective neighborhood tenants under the supervision of journey workers tradespersons to completely gut and rebuild several buildings in the South Bronx. At another rehabilitation site in Brooklyn, twenty-eight students worked under the supervision of a general contractor and two teachers funded through YETP and VEA. Two of the students have been hired by the general contractor and three other students have formed their own home improvement business.

Placement

The YETP program employs job developers to locate on-the-job training and work experience slots for YETP participants. The Department of Employment provides labor market information to the Center for use in job development and job placement. Job development activities have been facilitated by increasing community knowledge of the program. There has been extensive press coverage as well as presentations to local service clubs and community-based organizations. YETP graduates may receive placement assistance through a placement support program jointly operated by the New York City Public Schools and the Department of Employment.

OCCUPATIONAL EXPLORATION AND MOBILE UNIT PROGRAM

Location:	Westbury, New York
Educational Agency:	Board of Cooperative Educational Services (BOCES) of Nassau County
Prime Sponsor:	Nassau County Hempstead Town-Long Beach City Consortium
Funding:	SPEDY (SYEP)
In-Kind Contribution:	LEA provides classroom facility, donated time of Assistant Director of Occupational Education
Target Group(s):	Urban in-school youth ages 14-21
Contact:	Clarence R. Becker, Assistant Director BOCES of Nassau County Salisbury Center Valentines and the Plain Road Westbury, New York 11590 (516) 997-8700

OVERVIEW

The Board of Cooperative Educational Services (BOCES) of Nassau County, New York, operates a two-part SPEDY in-school program during the summer. The program's purposes are to help students determine their career interests through standardized testing, occupational sampling, and career guidance and counseling, and to provide students with an appreciation for the work ethic and with employment survival skills. The program can serve approximately 1,250 youth. The project is administered by the Division of Occupational Education for BOCES with the assistance of two program administrators. The direct service staff consists of certified occupational education instructors and guidance counselors with teachers and guidance aides as support. In the occupational exploration component, students attend classes for six hours per day (including a lunch period), five days per week for eight weeks. During this time students are introduced to the skills required in one or more selected occupations and are provided training in actions and attitudes necessary to obtain and hold a job. Students make field trips to area businesses and industries where they observe the nature of and skills utilized in the occupation being studied in the classroom. The second component consists of a team of guidance and counseling professionals who provide services to YETP youth participating in its summer work experience program. Vans enable this Mobile Resource Team to meet with the students in their worksite communities. All YETP youth working in the school districts served by the program receive four hours of group career guidance and counseling; in addition, some receive individual counseling. This unit also offers counseling services providing employability skills and living skills to students participating in the Introduction to occupational programs.

ROLE OF VOCATIONAL EDUCATION

The program is administered by the Division of Occupational Education, and is considered an exploration of some of the occupational programs conducted by BOCES during the regular school year. During the eight week summer period, the occupational exploration component utilizes the Occupational Area Centers which during the school year house some of the sixty courses offered to secondary students in Nassau County.

PRIME SPONSOR INVOLVEMENT

The Nassau County and Town of Hempstead prime sponsors provide technical assistance through interpretation of regulations, guidelines, etc. The prime sponsors distribute SPEDY and YETP funds to agencies concerned with facilitating programs for youth. The prime sponsors subcontract with BOCES for SPEDY programs. BOCES works very closely with the prime sponsors. During the application process BOCES submits a proposal describing the proposed program with budget attached. At the end of the program, the prime sponsors have the program evaluated by their coordinator of evaluation together with a final evaluation report provided by BOCES.

PROGRAM ACTIVITIES

Administrative Affairs

The Division of Occupational Education oversees the administration of the program with the help of two program administrators in the Area Center where the program takes place. This staff works closely with the Neighborhood Youth Corps on the initial design and subsequent operation of the BOCES program.

Outreach, Assessment, Counseling, and Supportive Services

The Neighborhood Youth Corps performs the program's outreach function. The Corps certifies the eligibility of potential program participants, and notifies local schools of the number of summer positions each has been allocated for the program.

The counselors in the schools interview the eligible students to ascertain which aspect of the program a student is most interested in. If the occupational exploration component is chosen by the student, the counselor works with the student to select the occupational module(s) congruent with the student's needs and interests.

Through the Mobile Resource Team, employability lessons, life skills and individual counseling take place. Typically, one member of the Mobile Resource Team is a specialist in one-on-one problem solving, and is available to counsel students with personal, employment, or life skills difficulties. Problems which are not immediately resolvable are brought to the attention of the students' school counselors for follow-up purposes.

Non-Skills Oriented Training

In addition, this Mobile Resource Team focuses upon consumer affairs, nutrition, physical fitness, grooming, personal adjustment, household care and maintenance, and personal financial management.

Institutional Occupational Skills Training

In the occupational exploration component, students are provided training in the skills used in occupational clusters of their choice. Examples of clusters include Food Services (Baking, Commercial Foods), Health Services (Medical Assisting, Licensed Practical Nursing, Dental Assisting, Child Care), and Metal Trades (Machine Shop, Welding, Sheet Metal Fabrication). At the conclusion of their training, students are evaluated on their degree of proficiency on the skills. Also, each student is assessed on his/her attitude, work ethics, and motivation. The results are included in the student's file and may be used by the home school for awarding vocational co-op credit. In addition to skill training specific to occupations, students are provided instruction in completing employment applications, interviewing, and proper work attitudes and habits. Students receive a stipend of the Federal minimum wage per hour for the six-hour day spent in the occupational exploration component.

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YOUTH EMPLOYMENT AND TRAINING PROGRAM FOR GENERAL EDUCATION DEVELOPMENT (GED)

Location:	Charlotte, North Carolina
Educational Agency:	Central Piedmont Community College
Prime Sponsor:	City of Charlotte
Funding:	$87,500-YETP 10,000-Charlotte-Mecklenburg County Youth Council
Target Group(s):	Urban dropouts
Contact:	Sarah Stevenson Charlotte-Mecklenburg Youth Council 501 East Morehead Street Charlotte, North Carolina 28202 (704) 334-3035 332-8100

OVERVIEW

The Charlotte-Mecklenburg County Youth Council, a community-based organization offering a range of activities and programs to in-school and out-of-school youth, assists thirty high school dropouts through a GED preparation program at Central Piedmont Community College. The youths spend sixteen hours per week in GED classes at the community college. Four hours per week are spent at the Youth Council Center where students receive counseling and participate in numerous personal development activities, also employability skills training and career information workshops. Students receive training allowances for program participation.

The open-entry/open-exit program offers completers placement in unsubsidized employment, skills training through the community college or YETP-work experience programs.

ROLE OF VOCATIONAL EDUCATION

The Central Piedmont Community College, through an agreement with the Youth Council, provides the classroom training for program participants in GED preparation. Vocational skills training programs offering one or two certificates are available on campus; program completers are frequently referred to the skills programs.

PRIME SPONSOR INVOLVEMENT

The prime assists the program staff through interpretation of regulations, implementation efforts, program monitoring and other technical assistance activities.

PROGRAM ACTIVITIES

Administrative Affairs

The Youth Council administers the program and coordinates activities at the community college. A program coordinator (YETP-paid), and two counselors (public service employees-PSE) complete the program staff. The community college receives tuition and fees from program funds.

Outreach, Assessment, Counseling and Supportive Services

The Youth Council provides outreach, assessment and counseling services for the program. Supportive services of transportation, child care, referral to community agencies, etc. are made available through YETP funds or other Youth Council programs. Labor market and career information are available through the community college, and also through seminars and workshops conducted by Youth Council staff and/or other consultants.

Non-Skills Oriented Training

GED preparation is the major focus of the program; the community college utilizes individualized learning techniques and programmed instruction as much as possible in the classroom setting.

Institutional Occupational Skills Training

Employability skills development, through workshops or classroom activities, is considered an essential component of the program. Through activities at the Youth Council facilities, youths can learn how to seek a job, deal with co-workers and supervisors, dress and act appropriately on the job, etc.

Program completers are frequently referred to skills training programs at the community college.

Work Experience and On-the-Job Training

Ten students are in the process of being placed in work experience positions in public service agencies.

Placement

Placement is offered by program staff in unsubsidized positions (through direct referral and/or job development) skills training programs at the college or other postsecondary institutions, or other YETP-work experience programs in the area.

EXPLORATORY WORK EXPERIENCE (EWE) PROJECTS
STATE LEVEL

Location:	Raleigh, North Carolina
Educational Agency:	North Carolina State Board of Education
Prime Sponsor:	Balance of North Carolina
Funding:	$823,085 - YETP
Target Group(s):	In-school youth
Contact:	Vaden Hairr, Associate Director of Vocational Education Department of Public Instruction State Education Building Raleigh, North Carolina 27603 (919) 733-7362

OVERVIEW

Sixteen LEA's in the North Carolina balance of state offer high school students work experience and transition services through YETP-funded Exploratory Work Experience (EWE) Projects. The EWE projects are administered and coordinated by the State Division of Vocational Education in cooperation with the CETA liaison office of the Department of Public Instruction through a contract with the BOS office. Although the programs vary in details, the overall plan developed at the State level has been implemented in the LEA's. Each program enrolls approximately fifteen economically disadvantaged youths in the year-long project. Students attend an EWE class each day for employability skill development, remedial education, counseling, and assistance in some specific skills needed for their work experience positions. The youths work in public service agencies with wages paid through YETP funds. In-school instruction and work hours increase during the summer months.

The Division of Vocational Education, the CETA liaison office, the State Board of Education Controller's Office, and the Division of Community Employment work together to sponsor and present in-service training workshops, program evaluation, and technical assistance.

ROLE OF VOCATIONAL EDUCATION

The Division of Vocational Education, State Department of Public Instruction coordinates the EWE projects. The Associate Director of Vocational Education is actively involved in all phases of program planning, implementation, and evaluation. Evaluation is a coordinated effort with major responsibility placed in the Division of Research.

The Division of Vocational Education developed curriculum guides, student and employer data forms, and certain program reporting forms for the local projects.

On the local level, the programs are a part of the vocational education curricula of the high schools. Local directors of vocational education have been involved in varying degrees through proposal writing, planning, coordination of State and local activities, implementation, and fiscal matters. Program teachers are vocationally certified.

Development of entry-level skills through the EWE projects has been stressed.

PRIME SPONSOR INVOLVEMENT

Ceta planners in the Division of Community Employment, Department of Natural Resources and Community Development (BOS) maintain contact with State vocational education representatives through frequent meetings and telephone conversations. CETA provides technical assistance to the Division of Vocational Education and to the local program staff in such matters as regulations, reporting systems, and fiscal concerns. In addition, overall planning, resolution of problems, and in-service training for local staffs are frequently handled jointly by CETA planners and State vocational education staff. CETA monitoring of the local programs is accomplished by regional CETA offices within the State.

Local manpower services offices assist the projects by providing labor market information and local employer information. In some cases, program teachers have been asked to serve on Youth Advisory Councils.

PROGRAM ACTIVITIES

Administrative Affairs

The Associate Director of Vocational Education has State-level administrative responsibility for the EWE project. One part-time evaluator and one part-time secretary to the project receive CETA funding for salaries; the time of other State education staff who work on the project is paid for by vocational or general education funds.

On the local levels, the program teacher maintains records of all activities. The principal and/or the Local Director of Vocational Education handle the program administrative concerns and serve as liaisons to State vocational education or CETA. Budget matters are handled by the LEA fiscal officer.

Outreach, Assessment, Counseling, and Supportive Services

Outreach, assessment, and counseling are handled at the local level by the program teacher with the assistance (frequently) of school counselors. Students may be referred by school personnel or contacted following their identification as eligible according to income criteria. Eligibility screening is accomplished by the program teachers and/or local directors of vocational education. Assessment varies from an interview to identify job interests to administration of interest and aptitude inventories plus review of school records. Counseling (by the program teacher and/or school counselor) is an ongoing component of all of the EWE projects. Transportation assistance varies among programs from reimbursement for mileage to providing a bus for travel to the work experience positions.

Non-Skills Oriented Training

Life skills, such as budgeting, personal grooming, check cashing, etc., are taught in the EWE classes through discussion, written activities, films, outside speakers, etc.

Institutional Occupational Skills Training

Development of pre-employment skills is a major focus of the EWE classes. Positive work attitudes and job search skills are stressed.

EWE teachers provide one hour of organized instruction per day during the regular school term and three hours of instruction per day during the summer component. Individual attention to the necessary skill areas is provided as much as possible during the classroom setting.

Work Experience and On-the-Job Training

All EWE students are placed in public service positions throughout the community. Students work approximately fifteen hours per week after school (although some may leave school early). During the summer component, students work twenty hours per week.

Placement

Placement assistance for program completers is offered through site visits to postsecondary institutions, local employer information, and indirect job referrals.

Work experience placements are developed by the program teachers through visiting or telephoning employees.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location: Devil's Lake, North Dakota

Educational Agency: State Board of Vocational Education

Prime Sponsor: Statewide Consortium

Funding: $37,800 - YETP

In-Kind Contribution: LEA provides time of Vo-Tech faculty members

Target Group(s): Rural in-school and out-of-school youth, ages 14 to 21

Contact:
Leroy Rice
Lake Area Vo-Tech Center
Highway 20 North
Devil's Lake, North Dakota 58301
(701) 662-5056

OVERVIEW

The Youth Employment and Training Program at the Lake Area Vo-Tech Center (LAVTC) provides transition services to approximately two hundred youth identified through a recruitment and screening process. The transition services include: vocational assessments, counseling, provision of labor market information and other activities concerned with the education-to-work transition. These services are provided either at the LAVTC or at the students' home schools.

A classroom training component offered during the summer months provides individualized occupational skills training, vocational assessments, on-the-job placement, counseling and additional transitional services to approximately twenty-five participants. This training, offered to participants for ten hours per week for ten weeks, is developed to meet the needs of each individual student. Project staff includes the coordinator, project counselor, a job developer, and classroom instructors from the Lake Area Vo-Tech Center.

ROLE OF VOCATIONAL EDUCATION

Lake Area Vo-Tech Center facilities, equipment, staff and instructors are involved in phases of the YETP program. The LAVTC regular program is completed by early afternoon; therefore, facilities are available to the YETP program at that time. Summertime is another instance when the program utilizes the vocational center facilities--a mutually beneficial arrangement. The LAVTC Supportive Services Coordinator is the YETP Program Coordinator. He is also in charge of vocational education co-op programs and is therefore knowledgeable of work opportunities in the communities. Representatives from the State Board for Vocational Education visit the program to provide technical assistance.

PRIME SPONSOR INVOLVEMENT

The prime sponsor, through the North Dakota Employment Security Bureau, contracts with the Lake Area Vo-Tech Center to provide YETP program services. Time cards are sent to the Employment Security office and the payroll is handled by them with checks sent directly to students. State CETA administrators, State Board of Vocational Education representatives and program personnel of five pilot CETA programs met for joint discussions of progress, problems, etc. during the first year of the programs. CETA personnel make visits to the program, and there is regular telephone and personal communication between program personnel, Employment Security representatives, and State Board for Education representatives.

PROGRAM ACTIVITIES

Administrative Affairs

Program operations are managed by program staff members either at the campus of the LAVTC or in the participating schools in the area. The summer classroom training program is conducted at the LAVTC facility. The program job developer locates job sites and monitors participant work experiences.

Outreach, Assessment, Counseling, and Supportive Services

Outreach is a joint effort of the local Job Service and the YETP program staff members. Activities promoting participation in the program include the use of newspaper publicity, radio announcements, flyers, posters, contacts with educational institutions/districts, contacts with community service agencies, contacts with Job Service personnel, open-house activities for parents and business and industry communities, and presentation of the program to community service groups. Out-of-school program participants enroll in the summer portion of YETP either through Job Service office referral or at the LAVTC.

Counseling is provided on both an individual and a group basis as a part of the classroom training component following the assessment of interests and abilities. Labor market information is also provided to the students to make them aware of those jobs or occupational clusters in the Devil's Lake area that are in need of trained personnel, and which are related to the YETP skill development areas.

Supportive services offered to YETP participants include transportation to the LAVTC (or money for gas), child care when it is necessary in order for the parent to attend classes or during working hours and other transitional services.

Non-Skills Oriented Training

Remedial or basic skills training is provided when necessary through a cooperative agreement with the Lake Region Junior College located across the state from the LAVTC.

Institutional Occupational Skills Training

The YETP program during the school year focuses primarily on transitional services and includes vocational assessments, counseling, labor market information and activities relating to the education-to-work transition. The classroom training component offered during the summer includes some combination of the following: concentrated basic skills development; job acquisition skills; vocational assessments; counseling; vocational skill development (selected units of instruction from any of nine vocational areas); on-the-job placement; and additional transitional or supportive services.

Work Experience and On-the-Job Training

The YETP job developer contacts employers in the area in order to place youth for: (a) exploratory/auditing, (b) part-time employment, (c) full-time employment, or (d) on-the-job training. The job developer is able to go into areas not covered by "traditional" vocational education cooperative education placements, e.g., grain elevators. Academic credit for work experience is received through an approved supervised occupational training program in selected vocational areas. Credit is based on one-half elective credit for one hundred eighty hours of work and classroom instruction.

Placement

Job Service aids students who seek permanent unsubsidized placement.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location:	Bellefontaine, Ohio
Educational Agency:	Ohio Hi-Point Joint Vocational School District
Prime Sponsor:	Balance of Ohio
Funding:	$89,419 - YETP
Target Group(s):	In-school, rural youth
Contact:	John C. Richard, Superintendent Ohio Hi-Point Joint Vocational School Bellefontaine, Ohio 433]] (513) 599-3010

OVERVIEW

The YETP program involves the mainstreaming of some students into regular vocational education classes taught by certified vocational instructors and the participation of other YETP students in special counseling, remedial work and employability skills training taught by an itinerant Career Education Specialist who visits the home schools. Regular vocational education programs involve one to three hours a day of classroom/lab skills training for one or two years (depending on occupational area). Classes taught by the project-hired Career Specialist are held one day a week, three hours a day after the regular school day program. YETP students also take part in hands-on career exploration activities on six Saturdays for six hours a day during the summer months. Work experience is also a component of the YETP program. This program covers a very broad area of Ohio (five full counties and two-thirds of another) spread over twenty school districts. Four community-based organizations (CBO's) carry out program responsibilities in areas such as outreach, screening, work-site development and job placement.

ROLE OF VOCATIONAL EDUCATION

The Superintendent of the Hi-Point Joint Vocational School wrote the proposal for the YETP program and has administrative responsibility for its operation.

Vocational education instructors, facilities, equipment and materials are used where YETP students are mainstreamed into regular vocational education classes at their home schools or at the Joint Vocational School (JVS). The JVS shares the cost of student assessment as an in-kind contribution. The Hi-Point vocational facility is used for YETP special training sessions. JVS Multi-Media Center materials entitled Career and Remedial Education (CARE) are available on loan to all schools in the JVS service area.

PRIME SPONSOR INVOLVEMENT

The Office of Manpower Development (OMD) serves the Ohio balance of state as fiscal agent for the YETP program. OMD and/or the regional DOL office approve major purchases of program equipment. Personnel from OMD were involved in early discussions with school officials to determine what services could be provided for YEDPA students.

PROGRAM ACTIVITIES

Administrative Affairs

JVS administrators and program staff handle the day-to-day administration of the in-school component of the YETP program. The four community-based organizations participating in the YETP program coordinate the work experience component and pay the students.

Outreach, Assessment, Counseling and Supportive Services

The outreach component of the program and the screening of participants is being handled by the four community-based organizations served by the Hi-Point Vocational School. JVS and project service staff assess YETP students using the C.O.A.T.S. (Comprehensive Occupational Assessment and Training System) Job Matching System, Employability Attitudes, and other assessment materials from the JVS Mathematics and Language Centers. The Ohio Career Information System, a computerized information service with terminals in the different schools, is used to aid in determination of interest in cluster areas.

Counseling is provided by project staff in home schools or at the Joint Vocational School.

The Career Specialist also provides in-service help to regular vocational teachers and counselors in each participating school. Transportation to the JVS is provided for special training sessions on weekends and during school breaks. The CBOs provide some transportation services for work experience sites. The Joint Vocational School, in cooperation with Logan County agencies offering services, developed a directory of all services available to individuals. The directory outlines what each agency can provide--from items such as eyeglasses, medical care to training needs--so that there is easy reference to these materials and to the services.

Non-Skills Oriented Training

Remedial work is provided by the Career Specialist one day a week for three hours a day at participating schools after regular school hours. Career exploration and a living skills program are offered. Special community projects utilizing career interests are developed and carried out: such as the design and development of a park area for the highest point in Ohio and the construction of bleachers for a small community park.

Institutional Occupational Skills Training

Employability skills or occupational survival skills are taught by the Career Specialist in classroom training sessions. Vocational skills training is provided through the mainstreaming of YETP students into regular classes.

Work Experience

Work experience slots are located by the community based organizations and approved by Joint Vocational School personnel. Students work fifteen to twenty hours a week. Whenever possible, the student's in-school vocational training program is linked with her/his work experience position and academic credit is given in these cases.

Placement

Placement services are offered to the YETP students through the community-based organizations and also by the Joint Vocational School Placement Service if needed.

YOUTH EMPLOYMENT TRAINING PROGRAM

Youth Employment Services Center (YES Center)

Location: Columbus, Ohio

Education Agency: Columbus Area School Districts

Prime Sponsor: Columbus Consortium (Franklin County)

Funding: YETP

In-Kind Contribution: Schools provide counseling services for YETP students

Target Group(s): Urban in-school youth and dropouts

Contact:
Mr. Irvin G. Lowery
County Liaison for the City/County
Consortium
720 East Broad Street
Columbus, Ohio 43215
(614) 222-7754

OVERVIEW

The Youth Employment Training Programs for in-school youth are expansions or extensions of programs already serving youth in Columbus and Franklin County, Ohio.

For out-of-school youth and dropouts, the Youth Employment Services Center was developed. The students participate in an orientation program for one to two weeks for four hours a day. Career interests are determined and the students are informed where jobs are available. Students are placed in a training component for two to three months, and then assisted in finding a job or directed to further training.

In order to provide the greatest impact on the largest number of YETP youth, it was decided that school counselors should be involved in a county-wide World of Work seminar. The topic for the seminar was "Education, Industry and Government Working Together for Better Understanding." A large industry in the Columbus area was host to a two-day seminar planned by YETP project personnel. Counselors were given tours of several of the larger area employers' facilities. There were presentations by business and industry representatives on hiring practices, expectations of industry for employees, wages, benefits, unions, etc. One section of the seminar promoting vocational education featured speeches by the Director of the National Academy of Vocational Education and the President of Columbus Technical Institute. The Director of the Ohio State Occupational Information Coordinating Committee (SOICC) talked about labor market information and the seminar closed with talks from guidance professors from the Ohio State University.

ROLE OF VOCATIONAL EDUCATION

The staff members of the four Columbus Career Centers work closely with the city/county consortium in coordinating programs for youth. Vocational programs for YETP in-school youth are expanded or enhanced with YETP funds.

PRIME SPONSOR INVOLVEMENT

The YES Center is staffed by both city and Employment Security personnel. The World of Work Seminar was offered under the coordination of prime sponsor representatives. Work with the Columbus Career Centers provides prime sponsor personnel and vocational representatives opportunities for coordinated efforts.

PROGRAM ACTIVITIES

Administrative Affairs

In-school programs involving YETP students are administered by school personnel. Services for out-of-school youth and dropouts are provided through the YES Center and the orientation and training personnel.

Outreach, Counseling, and Supportive Services

Outreach or recruitment of in-school students is accomplished by counselors and instructors. YES Center personnel handle intake and assessment for out-of-school youth.

Non-Skills Oriented Training

Students are offered career information and interest assessment during the orientation component of the out-of-school program.

Institutional Occupational Skills Training

In-school YETP students receive skills training through regular vocational education programs.

Out-of-school youth spend two to three months in a skills training component at such places as the Columbus Technical Institute which has a program in warehouse training; OMNI, which uses a Distributive Education model in its training; and the AFL-CIO, which operates a program called VEPs, a vocational exploration program.

Placement

The YES Center offers placement assistance to program participants.

YEAR-ROUND CAREER DEVELOPMENT PROGRAM

Location: Springfield, Ohio

Educational Agency: Springfield Board of Education

Prime Sponsor: Clark County

Funding: $471,664 - YETP

Target Group(s): In-school, urban youth

Contact:
George Degenhart
Coordinator of Career Education
49 East College Avenue
Springfield, Ohio 45501
(513)324-4109

OVERVIEW

The Year-Round Career Development Program (CDP) is a three-phased program including an awareness phase, an orientation phase and an exploration phase. The program can last from one to three years. Seventy percent of the students are in regular school programs all day and their career component begins after school hours. Thirty percent spend part of the school day in regular school programs and participate in a work experience during another part of the school day. The project includes training for Educable Mentally Retarded (EMR) students tailored to their specific needs and limitations. There is also a summer component in this program. Both in-school and summer programs include instruction in self-awareness, job attitudes and preferences, work experience, and entry-level and basic skills. All of the students in the programs are placed in work experience positions. Students attend classes after school one day a week from 3:30 to 5:30 PM in: (1) career awareness; (2) career exploration; or (3) basic skills. For three days a week (ten to fifteen hours) students are at their work experience sites. The Youth Career Development Center coordinates and supervises the work sites. Program instructional staff members include the Coordinator of Career Guidance Services and the Career Development Coordinator for the Springfield City Schools and a basic skills instructor. Youth Career Development staff members include a counselor and work supervisors.

ROLE OF VOCATIONAL EDUCATION

The Career Education Coordinator for the Springfield City Schools is the Director of this project. (In Ohio, Vocational and Career Education are included under the Career Education title.) Career Education handles administrative activities and costs for classroom components of the project. The Pre-Vocational Skills Center of the Springfield City Schools provides remedial work and basic skills training for project participants. Vocational education instructional materials are used in the classroom training sessions.

PRIME SPONSOR INVOLVEMENT

The Clark County Board of Commissioners sponsors the Employment and Training Office (ETO) which lets contracts to program operators such as the Springfield City Schools and the Youth Career Development Services of the Springfield Urban League. The ETO conducts project monitoring activities and project personnel report to ETO and the Board of Commissioners concerning enrollment, attendance, budget matters, inservice training, testing and other project activities and progress.

PROGRAM ACTIVITIES

Administrative Affairs

Administration and operation of the Career Awareness, Career Exploration, and Basic Skills components are handled by project personnel from the Springfield City Schools staff. The Urban League's Youth Career Development Services supervise and coordinate the work experience component. The CETA Youth Administrator of the Clark County ETO and project administrators work closely through conferences and frequent telephone contacts and correspondence.

Outreach, Assessment, Counseling, and Supportive Services

Outreach services for the project are offered by the county Employment and Training Office (ETO) which is the CETA Intake Office. ETO also does financial or eligibility screening of prospective students.

Assessment by the Career Development Project personnel includes the Wide Range Achievement Test (WRAT), the Individual Pupil Monitoring System (IPMS) and the COATS I and II Career Planner. COATS is the acronym for the Comprehensive Occupational Assessment and Training System. It is a job interest/job matching system that attempts to match student interests to available jobs and/or training program on a local level. Counseling is provided by both CDP staff and YCDS counselors.

Transportation is provided from home schools for those students attending classes at the Pre-Vocational Experience Center (PVEC).

Non-Skills Oriented Training

Students who need remedial work in reading and math are assigned to the Pre-Vocational Experience Center (PVEC) for help in these areas.

Learning activities in survival skills are offered to those students who need this training. The unit covers topics such as finding a job, using a checking account, opening a savings account, etc.

Career Exploration activities are offered at PVEC for ten weeks. This phase includes pre- and post-rating of career information and hands-on exploration activities in areas such as Welding, Woods, Business, and Home Economics. Each student goes through three explorations. Also included in this phase are speakers and field trips.

Work Experience and On-the-Job Training

All students enrolled in the Career Development Program are placed in work experience positions. These positions are located and the students supervised by the Youth Career Development Services of the Urban League. Some students are referred for work experience by the Springfield Juvenile Court System. There is academic credit awarded for work experience if the student is in a related vocational program in his home school.

Placement

Post-program placement responsibility lies with the Occupational Industrial Center (OIC) which has a contract with the local CETA agency to provide this service.

EMERGENCY HOME REPAIR PROGRAM

Location:	Portland, Oregon
Educational Agency:	The Portland Public School System
Prime Sponsor:	City of Portland
Funding:	Total-$311,168 84,714-YETP 46,454-Title VI 55,000-Title II-B 125,000-Housing and Urban Development Funds
Target Group(s):	Urban in-school youth and dropouts
Contact:	Gary Tuck, Youth Employment Coordinator for Portland Public Schools System 3830 Southeast 14th Avenue Portland, Oregon 97202 (503) 233-8903

OVERVIEW

The Emergency Home Repair Program trains high school students and dropouts in skill areas within the fields of housing rehabilitation and repair. The open-entry open-exit program has approximately forty participants at any one time, one-third of whom are dropouts. Skills training received on the job is supplemented by an in-class component to teach particularly difficult skills and to resolve problems on the job.

In addition to meeting the employment and training needs of youth, the program has as a major purpose the provision of low-cost rehabilitation and emergency repairs to homes of low-income elderly and handicapped residents of Portland. The school system, prime sponsor, community development and housing agencies, programs for the aged, and the local general contractors' and carpenters' unions have worked together to coordinate program efforts.

ROLE OF VOCATIONAL EDUCATION

The Career and Vocational Education Department within the Portland school system administers the Emergency Home Repair Program. The Local Director of Vocational Education had strong input into the development and implementation of the program, including the initial proposal development, and has strong input into the program at the present time through frequent meetings with the Project Director, representatives of A.G.C. and Carpenter's Unions, and other district coordinators.

PRIME SPONSOR INVOLVEMENT

Since YETP involvement in early 1978, four years after implementation, the program has been expanded to serve more youth. The CETA representative for the project monitors activities through on-site visits to the job sites and the classroom facility to meet with crew supervisors and students. Periodic meetings with the Project Director and the Youth Employment Coordinator for the school system take place as CETA requirements change, clarification is needed, or modifications are in order. As an ex-officio member of the program advisory council, the CETA representative attends and participates in Council meetings.

PROGRAM ACTIVITIES

Administrative Affairs

Administrative responsibility is held by the area Career and Vocational Education Director; day-to-day operations are administered by the Project Director. Determination of general policy guiding the program is carried out by an advisory council with representation from program staff, the school system, CETA, local unions, Associated General Contractors, and the business community.

Outreach, Assessment, Counseling and Supportive Services

Outreach and assessment for in-school students are provided through coordinated efforts of program staff and Work Experience Coordinators of the Career and Vocational Education Division. Out-of-school students are referred through various community-based organizations, Employment Security, prime sponsors out-of-school youth program and self-referrals, etc. Occasional exceptions to income eligibility requirements are made to allow participation of non-disadvantaged, in-school students who want the training and the high school credit but who do not receive pay.

Eligibility, based upon economic status and expressed interest in the trades being offered, has been determined by a joint prime-sponsor-school district committee. Work Experience Coordinators provide vocational assessment and counseling to all participants as needed.

Non-Skills Oriented Training

Through coordination with the participant's CETA counselor or high school work experience coordinator, related instructional needs are identified and appropriate action taken. Remedial instructions for in-school youth and GED preparation for out-of-school youth is readily available.

Institutional Occupational Skills Training

Participants occasionally meet at the project facility for in-class training before going to the job sites. During this in-class component the five staff members (four of whom are certified teachers and all of whom have experience in one or more of the occupational areas being taught) provide skills training in entry-level carpentry work, dry-wall, cabinet-building, roofing, and painting as related to housing rehabilitation and repair. The in-class time is devoted to specific problems which the youth are experiencing on the job and to particularly difficult skills in which the youth need extended training. The majority of instructional time, however, is spent in individualized instructions at the work-site.

Work Experience and On-The-Job Training

Work experience provides most of the skills training. Participants are assigned to work crews of five to eight youth who work and attend the classroom component together. The staff members serve as both teachers and supervisors of the work crews. The out-of-school students involved in this program work or attend the class 35 hours per week. In-school students, who receive academic credit for program participation, work three and one-half hours per day seventeen hours per week. Students are released from school in either the morning or the afternoon and are paid for both the classroom training experience and the job-site experience. Academic credit for the program is available through the high school.

Placement

Placement is provided for all students on an indirect basis; that is, the crew supervisors inform them of job openings in the community. In-school participants also have access to placement programs in the high school. Some of the program participants remain in the building trades and a few of the students have moved on to full apprenticeships in local unions.

YOUTH EMPLOYMENT TRAINING PROGRAM

Location: Allegheny County, Pennsylvania

Educational Agency: Allegheny Intermediate Unit

Prime Sponsor: Balance of Allegheny County
(County less Pittsburgh City)

Funding: $544,005-YETP

Target Group(s): In-school youth, educable mentally retarded/physically handicapped, institutionalized youth (status or criminal offenders)

Contact:
Ronald Bolam
Allegheny Intermediate Unit
Two Allegheny Center-Suite 1300
Pittsburgh, Pennsylvania 15212
(412) 323-5842

OVERVIEW

The Youth Employment Training Program is a program of work study serving three hundred and fifteen junior and senior high school students. Seniors work up to fifteen hours per week. In addition, enrollees receive priority in use of the Student Career Planning Center, which provides career exploration materials, use of the computerized guidance information system, counseling sessions and testing.

Cooperative vocational education served as a model for the program. Sixteen school districts, two alternative education programs, and seven special education centers participate in the program.

ROLE OF VOCATIONAL EDUCATION

The State Department of Vocational Education field office helped to develop the work study model used. The model includes certification of the coordinators. Vocational education consultants assisted in the development of project forms including training plans, work experience agreements, and monthly student performance evaluations.

To facilitate coordination, prime sponsor planning staff is invited to attend vocationally funded conferences or meetings such as the Western Pennsylvania Cooperative Education Association.

PRIME SPONSOR INVOLVEMENT

The prime sponsor, Allegheny County Department of Jobpower, is responsible for program monitoring and evaluation, maintenance of all program data, and liaison with the Allegheny Intermediate Unit program coordinator.

PROGRAM ACTIVITIES

Administrative Affairs

The Allegheny Intermediate Unit is the nexus for coordination of program activities. The unit maintains liaison with the prime sponsor and employers, subcontracts with LEA's to operate the program, provides technical assistance in the implementation of educational models, and performs program evaluations. The school districts and institutionalized and exceptional children's programs have responsibility for locating and selecting worksites and preparing non-financial agreements with employers.

Outreach, Assessment, Counseling and Supportive Services

Students are identified by LEA's and the names given to the Intermediate Unit. Verification interviews are arranged through Employment Security. Counseling services are provided through subcontractors. Supportive services, such as transportation for special education students to and from the Student Career Planning Center, are provided as needed.

Non-Skills Oriented Training

The delivery of job survival skill training varies with the particular program model implemented by an LEA. Survival skills may be developed through mentor relationships or in-class experiences as in a group setting.

Work Experience and On-The-Job Training

A task force has been formed to make recommendations for the awarding of academic credit for work experience. The task force consists of Intermediate Unit staff, vocational education staff from the University of Pittsburgh, and the prime sponsor planning staff.

Several models for integrating education and work experience may be implemented by LEAs. One model concentrates on providing individual attention with each LEA staff member assigned no more than two students. The staff member holds weekly counseling sessions with the student and maintains bi-weekly contact with the employer. A second model integrates education and work experiences in a group setting. In the second instance, a teacher/coordinator conducts a class for fifteen to twenty students and monitors job site experiences. A third model shifts responsibility to the employer to establish a mentor relationship with the student. The employer meets monthly with the school staff to provide input on student educational needs. A fourth model utilizes a large institution to act as mentor for five to ten students located at one site. In addition to these models, there are special programs for institutionalized and exceptional youth. In the institutional component, a staff person is responsible for up to five students and coordinates both educational and employment experiences. The exceptional youth component provides employment experiences within the special education centers. The classroom/work activity teacher at each Center is responsible for coordinating the employment and educational experiences.

Placement

Responsibility for job development, placement, and referral to further training for graduating enrollees resides with the various subcontractors. Both the Allegheny Intermediate Unit and the prime sponsor provide job development services for enrollees not placed by subcontractors.

COMPREHENSIVE YOUTH PROGRAMS

Location: Erie, Pennsylvania

Educational Agency: Northwest Tri-County Intermediate Unit

Prime Sponsor: Erie County

Funding: $354,000 - YETP
53,306 - YCCIP

Target Group(s): Rural in-school youth and former dropouts

Contact: Don Albertson, Supervisor
Erie County Comprehensive Youth Programs
Erie County AVTS
8500 Oliver Road
Erie, Pennsylvania 16509
(814) 864-0641

OVERVIEW

The Comprehensive Youth Programs (YETP and YCCIP) in Erie County seek to unify existing educational programs having the common goal of assisting students in the school to work transition.

This coordinated effort provides for a total student program with in-school activities referred to as "career development." This involves career information, employment services, job-related training, counseling and other related educational experiences.

Out-of-school activities referred to as "cooperative education" relate to on-the-job training, work experience, job and occupational exposure for educational purposes.

This coordination has led to an individualized program based on the students' needs and levels of development, thus enabling the student to make a smooth transition from a school environment to a work environment.

ROLE OF VOCATIONAL EDUCATION

The Northwest Tri-County Intermediate Unit (I.U.) has a subcontract with the Erie County Area Vocational-Technical School to supervise the Comprehensive Youth Programs. The I.U. works with the Vo-Tech General Advisory Council and a management team consisting of project directors, principals, superintendents, Vo-Tech director, and the prime sponsor to provide oversight to the programs. Linkages are created between the YEDPA and vocational co-op programs of the Erie County AVTS, the special education and career education projects of the Northwest Tri-County Intermediate Unit and the school district diversified occupation projects. The coordination of services available through the various projects provides a comprehensive individualized program based on students' needs and levels of career development. The co-op education supervisor for the AVTS serves concurrently as the supervisor of the Comprehensive Youth Programs.

PRIME SPONSOR INVOLVEMENT

The prime sponsor, the County of Erie Department of Manpower and Training, negotiated an agreement (LEA) which provides for the combination of available CETA youth funds into one overall program. The prima sponsor conducts a Summer Youth Program (SYP) for fourteen and fifteen year olds. The prime sponsor coordinates the SYP (project with the CYP program); half of the SYP participants attended a three-week vocational exploration program at the AVTS. The prime sponsor is responsible for all eligibility determinations.

PROGRAM ACTIVITIES

Administrative Affairs

The Northwest Tri-County Intermediate Unit is the LEA party to the agreement with the prime sponsor. Staff (teacher-coordinators) for the program are supervised by the AVTS but are hired by the Intermediate Unit and paid on a twelve-month basis through program funds. The requirements for the program staff are the same as Pennsylvania State requirements for basic education programs. Staff are certified in co-op education, and are responsible for individualized career development plans, in-school career development activities, job placement, training agreements, and bi-weekly visits to work sites. The six staff members hired were provided with in-service education related to career education and cooperative education.

Outreach, Assessment, Counseling, and Supportive Services

In order to identify eligible in-school youth, application forms were distributed to every student, fourteen years old and up, in the twelve school districts. This process facilitated the identification of students not accessible through such means as the listings of Free Lunch students.

Community agencies were surveyed to identify out-of-school youth. Employment counseling is provided through in-school and cooperative education with referral to other types of counseling as needed.

Non-Skills Oriented Training

After reviewing entry forms, school records, and student interviews, the program staff and district staff may recommend further academic activities and counseling.

Institutional Occupational Skills Training

The Individualized Career Development Plan prepared for each student determined the particular activities needed by each student to become job ready. Activities may include job-related training classes, skill training programs, mobility training or other related activities.

Work Experience and On-the-Job Training

An Individual Cooperative Education Training Plan which complies with Pennsylvania Vocational Education requirements is prepared for each CYP student entering the cooperative education phase of the program. The plan certifies skill training to be accomplished on the job.

Placement

Full-time unsubsidized employment for program completers not returning to school is arranged by the teacher-coordinator through community placement services. Part-time subsidized positions are developed for students completing the in-school phase by program staff. The teacher-coordinator develops cooperative education training sites during the course of the program.

BERKS COUNTY YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location:	Leesport, Pennsylvania
Educational Agency:	Berks County Intermediate Unit #14 and Berks Vocational-Technical School
Prime Sponsor:	Berks County
Funding:	$500,000 - YETP
Target Group(s):	Urban and rural youth, in-school and out-of-school, 14 to 21 years old
Contact:	Gerard L. Cunningham Berks Vocational-Technical School West Center R. D. 1 Leesport, Pennsylvania 19533 (215)374-4073 or 374-4689

OVERVIEW

The Berks County Youth Employment and Training Program is an occupational skills training program serving both in-school and out-of-school youth. Students attend classes each day from 3 p.m. until 6:30 p.m. at the West Center of the Berks Vocational-Technical School. "Hands-on" skills training classes are presently offered in approximately twelve trade clusters taught by vocationally certified instructors using vocational facilities and equipment. Students may also complete work for the GED. English Second Language (ESL) is offered and a bi-language instructor is a member of the YETP program staff. Eighteen county school districts are eligible to participate in the program, and transportation is provided from the home schools to West Center and back. The program staff includes the Supervisor, school counselor/placement personnel and classroom teachers. The YETP program is considered an extension of the regular day programs--the third shift or evening vocational-technical school. The out-of-school students are involved in up the thirty-five hours a week of paid training or work experience. In-school students are paid for their time in class. Students stay in the training courses as long as it takes for them to become employable--a decision made jointly by the instructor, the counselor and the student. A number of community-based organizations (CBO's) and area businesses are directly involved in the program. An example of CBO involvement is a subcontract with the YMCA/NYC Project to handle intial enrollment, work experience activities and placement of most out-of-school participants.

ROLE OF VOCATIONAL EDUCATION

The Berks Vocational-Technical School facilities and equipment are used for the YETP classes; indeed, the YETP program is considered an extension of the regular vocational program of the school. The instructors of YETP classes are vocationlly certified members of the vocational-technical staff.

PRIME SPONSOR INVOLVEMENT

A monthly meeting, held at the YMCA, involves the County Commissioners, area businesses and program staff for reports on progress of county CETA projects. CETA personnel also meet monthly with CBO representatives, educational personnel and other groups directly involved in program activities. This meeting is for the purpose of working out paper flow problems, human relations problems or any other difficulties that may arise in the operation of the program.

PROGRAM ACTIVITIES

Administrative Affairs

The YETP program is operated by program staff within the facilities and with the cooperation of the administration, faculty and staff of the Berks Vocational-Technical School and Berks County Intermediate Unit #14. The work experience component is handled by the counselor/placement personnel in cooperation with area business and industry representatives.

Outreach, Assessment, Counseling, and Supportive Services

Enrollment of in-school students is handled by guidance personnel from each individual school participating in the program and the YETP counselor. Employment Security and the YMCA/NYC project staff are responsible for the enrollment of out-of-school youth. Interested persons must also complete a financial eligibility form supplied by the Berks County Employment and Training Office.

Each YETP participant is involved in at least forty-five hours of evaluation and counseling in addition to ongoing personal and career counseling. The evaluation involves the use of the Singer Graflex equipment and students are exposed to an average of sixty trades. YETP counselors then discuss the results of the evaluation with the student and an Individual Employability Plan is drawn up for each participant. Progress through the program is noted and evaluation and instruction results are recorded.

Transportation to the West Center and back to the home schools is provided and child care is available to those participants who need it.

Non-Skills Oriented Training

Remedial work or help with basic math and reading skills is a part of the program. Each student is enrolled in a fifteen-hour Personal Improvement course emphasizing personal appearance, hygiene and etiquette.

Institutional Occupational Skills Training

YETP participants are offered hands-on instruction in approximately twelve trade clusters such as Auto Trades, Building Maintenance, Data Processing/Keypunch, Health Services, etc. These classes are taught by instructors who are regular staff members at Berks Vocational-Technical School, however, YETP student/teacher ratios are usually smaller and the students receive individual instruction not possible in a large class. Students receive instruction in employability skills, employment ethics, attitudes, and human relations.

Work Experience

Out-of-school students spend up to thirty-five hours a week in paid training or work experience. For those closest to the job market (by age or need), the emphasis is on basic entry-level skills. For younger students the experiences may be exploratory. Some in-school students may be placed in work experience positions unique to their needs or interests, e.g., one student who was interested in typewriter repair (for which no formal course is offered) was "apprenticed" to a repairman in the community.

The YETP program recommends that home school districts award credit for work experience and classroom training since they are taught by certified instructors in a vocational facility and include an approved curriculum. The final decision on awarding of credit is made by each district.

Placement

Placement in work experience positions and final placement of graduates is handled by program counselor/placement personnel. In some instances, job leads are given by regular Berks Vocational-Technical coop instructors.

EDISON HOUSING REHABILITATION PROJECT

Location:	Philadelphia, Pennsylvania
Educational Agency:	Philadelphia School District, Division of Career Education, Office of Vocational Education
Prime Sponsor:	Philadelphia Area Manpower Planning Council (FY '79)
Funding:	$ 64,000 - Title IV 130,000 - Vocational Education (P.L. 94-482)
In-Kind Contribution:	School District of Philadelphia contributing approximately $30,000 in salaries and warehouse space
Target Group(s):	Urban in-school youth; potential dropouts
Contact:	Dr. Joseph I. Rubin, Assistant Director Division of Career Education Philadelphia School District 734 Schuylkill Avenue Philadelphia, Pennsylvania 19146 (215) 299-7146
	Robert J. Robinson, Executive Director Negro Trade Union Leadership Council 2825 North Broad Street Philadelphia, Pennsylvania 19132 (215) 221-0100

OVERVIEW

The Edison Housing Rehabilitation Project provides on-site instruction to high school youth in five building trades areas. Training is provided by School District Vocational teachers with the assistance of three journey workers employed by the subcontractor, the Negro Trade Union Leadership

Council. The project is designed to offer the students practical experience in applying the theories learned in the vocational education classes at Edison High School, Dobbins Area Vocational Technical School, Randolph and Swenson Skill Centers. The project personnel attempt to make the site setting comparable to an actual job site under a contractor. Students work for three hours a day, five days a week rehabilitating houses. Academic credit is awarded for this work based on demonstrated competencies and attendance. Vocational instructors and the union supervisor meet weekly to coordinate instruction. Students may participate in this program from one to three years beginning in the tenth grade.

ROLE OF VOCATIONAL EDUCATION

Vocational education instruction in this project is directly linked to the training received by project participants at the housing rehabilitation sites. The vocational instructors meet weekly with on-site journey workers to assure coordination.

PRIME SPONSOR INVOLVEMENT

The Commonwealth of Pennsylvania through its Department of Public Education, Division of Vocational Education, has a contract with the Philadelphia School District, which in turn, subcontracts with the Negro Trade Union Leadership Council (NTULC) for the on-site construction component of the project. Formerly, the Philadelphia Area Manpower Planning Council had a contract with the Philadelphia School District which, in turn, subcontracted with the NTULC.

PROGRAM ACTIVITIES

Administrative Affairs

Vocational education personnel at Edison High School and A. Philip Randolph Skills Center and on-site journey workers coordinate day-to-day project activities.

Outreach, Assessment, Counseling, and Supportive Services

Students are assigned by school personnel from vocational construction cluster programs. Counseling is provided at the home schools.

Non-Skills Oriented Training

Students requiring assistance in improving math and reading skills are given additional class hours in these competencies.

Institutional Occupational Skills Training

The in-school vocational skills training project participants receive is supplemented and reinforced by the on-site training in housing rehabilitation.

Work Experience and On-the-Job Training

On-site work supervisors/journey workers make the site work experiences comparable to an actual job under the management of a contractor.

Placement

Placement assistance is offered students upon graduation. There is also the option of applying for two other programs operated by the NTULC: a Home Rehabilitation Program or a Targeted Outreach Program for building or related trades.

YOUTH DEVELOPMENT PROGRAM

Location:	Philadelphia, Pennsylvania
Educational Agency:	JFK Skills Center
Prime Sponsor:	Philadelphia City/County Governor's Office
Funding:	Title IV
Target Group(s):	Urban out-of-school youth, especially females and teenage parents
Contact:	John L. Stout, Executive Director Youth Development Corporation 1411 Walnut Street Philadelphia, Pennsylvania 19102 (215) 665-9348

OVERVIEW

The Youth Development Program has created eight small businesses where youth have an opportunity to market their own products and services and become co-owners. Each business is separate and distinct and requires different skills. Their businesses are located in the youth's own communities. Skill training is provided through several methods ranging from on-the-job training to vocational skills training at the JFK Skills Center. There are eighty-three trainees in the program who are predominantly minority youth and all are unemployed.

ROLE OF VOCATIONAL EDUCATION

The JFK Skills Center provides training in motor engine repair. This is the primary program link to a vocational education organization. The program also has a central office which provides vocational courses, including typing, shorthand, accounting, and other business courses.

PRIME SPONSOR INVOLVEMENT

The prime sponsors' role lies in contracting and monitoring. Technical assistance related to the interpretation of regulations, budgeting, and reporting is also provided by the prime sponsors. The program is primarily funded by the city/county prime sponsor and supplemented by the Governor's Office.

PROGRAM ACTIVITIES

Administrative Affairs

The Youth Development Corporation (YDC) is a non-profit CETA-funded agency which operates the Youth Development Program. The genesis for YDC was the greater Philadelphia Federation of Settlements.

Outreach, Assessment, Counseling and Supportive Services

Outreach is facilitated through the thirteen offices of the Philadelphia Federation of Settlements which have direct contact with poverty neighborhoods. There is also coordination with the Bureau of Employment Security to identify youth. Asssessment covers both academic and vocational skills. Counseling is provided on an individual basis by program staff. For each enrollee, the program pays for thirty-five hours a week of work and six hours of school.

Non-Skills Oriented Training

Education services offered by YDC include special testing, tutoring, and GED preparation courses.

Institutional Occupation Skills Training

Classroom training is provided through three methods; 1) a company allows participants to enroll in their own training center for a week or a company may sponsor a continuous seminar; 2) vocational training is available from an educational institution, e.g., motor engine repair at the JFK Skills Center or tree climbing at the University of Pennsylvania Extension Service; 3) vocational business courses are offered at the YDC Central Office.

Work Experience and On-the-Job Training

The predominant method of training occurs daily on the job. The supervisor at each of the businesses is a skilled craftsperson. There are four types of employment opportunities offered: 1) employment in the eight program businesses; 2) training in local social service agencies; 3) office work in social service agencies and the YDC Central Office; and 4) sales promotion for the eight businesses.

Placement

The Youth Development Corporation businesses offer long-term employment and the opportunity for some youth to be retained as co-owners when the business becomes a private enterprise.

STAY

Student Training Assistance For Youth

Location:	Pittsburgh, Pennsylvania
Educational Agency:	Pittsburgh Public School System
Prime Sponsor:	City of Pittsburgh
Funding:	$625,000-YETP
Target Group(s):	Urban in-school youth; potential dropouts
Contact:	Fred Monaco, Projects Coordinator The Comprehensive Student Placement Section, Division of Occupational, Vocational, and Technical Education Department of Secondary Schools 635 Ridge Avenue Pittsburgh, Pennsylvania 15212 (412) 321-4934

OVERVIEW

The STAY program offers work experience, in-class instruction, counseling, support services, and placement to Pittsburgh high school students identified as potential dropouts. Administered through the Comprehensive Student Placement Section in the Division of Occupational, Vocational, and Technical Education with the Department of Secondary schools, STAY serves approximately five hundred potential dropouts (seventy-five percent of whom are minorities) per year. Students remain in STAY for six months and complete three major components of the program: one hour per week of counseling and supportive services; two hours per week of in-class instruction in employability and survival skills, twelve hours per week work experience in public sector positions. All activities are on an extended-day basis; academic credit is awarded for one hundred and eighty hours in the work experience component; minimum wage is paid for the full fifteen hours per week participation. During the summer, students are placed in part- or full-time unsubsidized employment with bi-weekly follow-up provided. Unsubsidized placement assistance is also provided to all students who complete the STAY program.

ROLE OF VOCATIONAL EDUCATION

The Division of Occupational, Vocational, and Technical Education administers three programs, including STAY, which serve educationally and/or economically disadvantaged students. The other two programs, which are funded by the LEA and State Vocational Education disadvantaged and handicapped monies, serve as companion programs to STAY through shared facilities and program materials in the schools. Placement for STAY program completers is provided by Placement Personnel of the two companion vocational programs.

PRIME SPONSOR INVOLVEMENT

Prime Sponsor staff worked closely with program staff in the initial planning and implementation of STAY. Members of the two staffs, usually at the Projects Coordinator, CETA monitor and Youth Director levels, meet approximately on a monthly basis to discuss the status of the program and to develop needed modifications. Eligibility determination of participants is made by the CETA office following initial review of materials by STAY staff. The CETA Youth Director is a certified counselor with experience in the school system. Several CETA staff members involved with the STAY program, including the Youth Director, have experience in operating Neighborhood Youth Corps Programs in cooperation with the school system.

PROGRAM ACTIVITIES

Administrative Affairs

The Projects Coordinator of the Comprehensive Student Placement Section of the Division of Occupational, Vocational, and Technical Education in the Pittsburgh public school system administers the STAY program as well as the companion programs for the disadvantaged and several other job placement and vocational cooperative projects. The Projects Coordinator maintains close contact with the Local Director of Vocational Education, the prime sponsor representative, and STAY staff members concerning program operations. An Assistant to the Coordinator has responsibility for day-to-day operations of STAY including staff assignments. Seven Field Service Aides, one Curriculum Development Specialist, and thirteen part-time teachers complete the STAY staff.

The STAY program has responsibility for administering approximately 45 percent of the prime sponsor's YETP funds rather than the legislated 22 percent for in-school activities through the LEA.

Outreach, Assessment, Counseling, and Supportive Services

Outreach, assessment, and counseling activities are the responsibility of STAY staff members, called Field Service Aides, who work with a caseload of thirty to forty students each.

A potential dropout criterion is used to identify students who could benefit from the STAY program; one or more of the following representative criteria designate the student as in need of intervention activities:

- one or two years behind in school;
- below C average for two years;
- trouble with court system;
- frequently truant, suspended.

The Field Service Aides meet with the students one hour per week in the schools to provide informal group or individual counseling, referrals to community agencies or other school services as needed, and to assist in solving problems occurring in the work experience component. The Aides act as liaisons for the students in the sense that they assist in coordinating the individual needs of the student with the appropriate supportive service: remedial education, health care, vocational assistance through Vocational Rehabilitation, etc.

Non-Skills Oriented Training

Basic living skills including checkbook balancing, apartment renting, application for assistance in various agencies, etc. are taught in the students' home schools during the two hour per week classroom component. Vocational or academic teachers hired on an extended-day basis conduct the classes.

Institutional Occupational Skills Training

Employability and job survival skill development is a strong focus of the two hour per week classroom component; positive attitudes toward work, the ability to deal with employers, job-seeking skills are emphasized.

Work Experience

The twelve hour per week work experience positions are in the public sector in such occupational areas as clerical, maintenance, transportation, and janitorial work at entry levels. The work experience component emphasizes the development of marketable skills and positive attitudes toward work as indicated by the sample of one student who wanted to leave the program because of dissatisfaction with her assigned duties as a tray carrier in a cafeteria. Through the encouragement of the Field Service Aide, the student remained on the job and has since been promoted into a cashier position.

Placement

Through coordination with the two companion programs in the Division of Occupational, Vocational, and Technical Education, placement assistance in unsubsidized positions is offered to STAY program completers. Priority in placement activities is given to STAY completers following the end of a six-month program cycle.

Job development activities for the work experience component are carried out through employer visits and telephone contact by the Field Service Aides. The original intent of the program during summer months was to transfer STAY students when possible to the city SPEDY program; however, when problems of participation and/or job placement arose, the STAY staff developed unsubsidized summer jobs for the students. Many of these summer placements have developed into permanent job opportunities.

VOCATIONAL EDUCATION/YETP PROGRAM

Location:	Providence, Rhode Island
Educational Agency:	Providence Public School System
Prime Sponsor:	City of Providence
Funding:	$80,000 - YETP 30,000 - P.L. 94-482 (Vocational Education/Disadvantaged monies)
Target Group(s):	Urban in-school youth
Contact:	Dr. Robert Brooks Director of Career and Vocational Education Providence Public Schools 86 Fourth Street Providence, Rhode Island 02906 (401) 456-9100

OVERVIEW

The Providence program, jointly funded by vocational education and YETP, has the key components of vocational skills training, exploratory activities, and work experience, plus a range of transition services for one hundred fifty CETA eligible high school students. Students enrolled in the program receive vocational interest and aptitude testing followed by a ten-week skills training program matched to the results of assessment instruments administered at the area vocational school. After the ten-week training cycle, students are placed in public sector work experience positions to develop further the skills learned in class. All participants receive allowances for the training time and wages for the work experience at minimum or prevailing rates. Academic credit is awarded for both training and work experience activities. Counselors at a Career Resource Center, which was established through this program but is available to all students, conduct sessions in employability skills for the program participants.

A limited program of work experience activities or classroom training (but not both) is offered to middle school students.

ROLE OF VOCATIONAL EDUCATION

The Director of the Department of Career and Vocational Education administers the vocational education/YETP program as well as programs involving career or vocational education and CETA-Title II. The area vocational school is the site for the ten-week skills training classes, and teachers hired for the extended-day program are vocationally certified. The Director of Career and Vocational Education serves on the CETA Youth Council and the Manpower Council for the city of Providence.

PRIME SPONSOR INVOLVEMENT

The Deputy Director of Operations for the prime sponsor and prime sponsor planning specialists were involved in the developmental stages of the vocational education/YETP program through the provision of technical assistance concerning regulations, labor market information, and suggested activities. Prime sponsor staff and program staff are in contact at least weekly to discuss program operations, plans for an overall evaluation, and program changes. The Independent Monitoring Unit (IMU) for the prime sponsor assesses program activities through on-site visits and review of program data reports.

PROGRAM ACTIVITIES

Administrative Affairs

The two administrative officials for this program are the Director of Career and Vocational Education, who devotes approximately one-third of his time to the vocational education and career education programs involving CETA, and the area vocational school coordinator who works part time for the project, and who oversees the day-to-day activities. Other staff members include nine part-time vocational teachers, nine part-time (and one full-time) counselors, and a full-time job developer. The Vocational Programs Advisory Council for the public school system, which has prime sponsor representation, offers technical assistance and advice regarding goal determination and policy for the program.

Outreach, Assessment, Counseling, and Supportive Services

Referrals to the program are made by program staff counselors in the various high schools and the area vocational school, and the local CETA office. The local CETA office provides eligibility screening, and eligible students are referred to program counselors at the area vocational school for interest and aptitude testing, guidance and counseling, and placement recommendation.

Non-Skills Oriented Training

Four training sessions on local educational and occupational opportunities and an overall program orientation are held in the program's Career Resource Center located in the area vocational school. Students attend two sessions during the skills training module and two sessions during the work experience module.

Institutional Occupational Skills Training

Students entering the YETP vocational education project complete a ten-week skills training program at the area vocational school on an extended day basis (after school, Monday through Friday) and receive training in the following areas: construction, electrical work, social health, and business exploratory. Students concentrate on entry-level skills training. This occupational skills training, received during the ten-week module, is followed by a ten-week work experience in a matched occupational area. These younger students may then return for another ten-week training module.

Work Experience and On-the-Job Training

All work experience activities take place in the public sector. All students are matched to jobs based on aptitude and interest testing, counselor interviews, and the preceding ten-week training module.

Placement

Placement assistance for graduating seniors is provided through the assistance of the Employment Security Office, through a non-financial agreement with the prime sponsor, and the Providence School Department's Cooperative Vocational Education office. Students are also assisted to enter the Vocational Exploration Program (VEP) sponsored by the National Alliance of Business in cooperation with the local CETA office.

CAREER EMPLOYMENT EXPERIENCE/CLASSROOM TRAINING

Location:	Columbia, South Carolina
Educational Agency:	S. C. Department of Education, Office of Vocational Education
Prime Sponsor	Office of the Governor, CETA Division
Funding:	YETP
Target Group(s):	Rural in-school population, dropouts, offenders
Contact:	Dr. Nancy Moore CETA Coordinator Office of Vocational Education State Department of Education Columbia, S.C. 29201 (803) 758-3318

OVERVIEW

The Career Employment Experience program provides employment and transition services including career information, counseling and guidance to in-school youth throughout the state and offenders at two state institutions. In-school students work ten hours a week during the school year and twenty-five hours a week during the summer. Enrollees at Youth Services work eight hours a week for fifty-two weeks. Enrollees at the South Carolina Department of Corrections receive only transition services over the same fifty-two week period.

The Classroom Training program services dropouts through area vocational centers. Enrollees receive vocational skills training, remedial reading, remedial math, and basic economics. Classroom training is held after regular school hours for twenty-five hours a week over a forty-six week period. There are approximately seventeen enrollees in each of eleven area vocational centers for Classroom Training. A maximum of twenty students are located in each of twenty-six centers for Career Employment Experience.

ROLE OF VOCATIONAL EDUCATION

The Office of Vocational Education, S. C. State Department of Education administers the 22% YETP funds (Career Employment Experience Program) for the Office of the Governor, CETA Division, comprised of seven city or county districts and the balance of state. The Office of Vocational Education administers additional YETP funds for Classroom Training programs serving out-of-school youth. Classroom Training is taught by certified vocational instructors and area vocational centers are made available on an extended day basis to serve program participants.

PRIME SPONSOR INVOLVEMENT

The Office of the Governor, CETA Division shares in the monitoring of the programs. The Governor's Office also holds meetings with the Office of Vocational Education and shares information. Program reports are submitted to the Governor's Office.

PROGRAM ACTIVITIES

Administrative Affairs

In each of the eleven centers where Classroom Training is offered, the program funds one coordinator (who may be a counselor), one clerical person and four teachers, and provides funds for supplies. General supervision and administration of the programs is carried out in cooperation with the Office of the Governor and the South Carolina Employment Security Commission. Monthly progress reports for the Classroom Training program are submitted by each area vocational center to the local Employment Security Office and the Office of Vocational Education. Students in both the Career Employment Experience program and the Classroom Training program are monitored on the worksite or in classroom attendance by a coordinator from the area vocational center. Funds for Career Employment Experience are used to pay student wages and salaries of administrative personnel.

Outreach, Assessment, Counseling, and Supportive Services

The Employment Security Commission serves as an intake agency with responsibility for establishing eligibility, selecting and assessing potential enrollees. Vocational counselors and administrators may recommend students for the Career Employment Experience program. Counseling is provided for Career Employment Experience students in group sessions, while counseling for Classroom Training students is arranged through the coordinator or instructor.

Non-Skills Oriented Training

Remedial education is a regular component of Classroom Training. The students receive on a daily basis one hour of remedial reading, one hour of math, and one hour of economics adapted to their educational level.

Institutional Occupational Skills Training

Classroom Training students receive two hours a day of vocational instruction. Each area vocational center determines the course to be offered and all students take the course offered at a particular center. Academic credit for instruction is awarded through the Office of Adult Education and is based on time in the program and achievement of performance objectives established by the teachers. As all of the courses are offered after regular school hours, the teachers who participate in the program are regular teachers who are willing to teach after hours. Occupational survival skills are included in transitional services provided to Career Employment Experience students in group sessions.

Work Experience and On-the-Job Training

The Employment Security Commission draws up work site agreements with each employer. Worksite agreements are contracts which spell out employer and student roles. Work sites include public, non-profit agencies. The vocational center Career Employment Experience Coordinator pays a minimum of two visits per month to each job site. Work experience for enrollees at Youth Services may be both within the institution and outside depending on individual circumstances.

Placement

Placement for Career Employment Experience students is coordinated with individual career goals established through regular school counselors. The Employment Security Commission is responsible for placement through the development of work sites for participants.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location:	Pendleton, South Carolina
Educational Agency:	Tri-County Technical College
Prime Sponsor:	South Carolina Statewide Consortium
Funding:	$119,000.00 - YETP
Target Group(s):	Rural high school dropouts
Contact:	James R. Longo, Director of YETP Tri-County Technical College P. O. Box 587 Pendleton, South Carolina 29670 (803) 225-2250

OVERVIEW

The Youth Employment and Training Program at Tri-County Technical College offers GED preparation, employability skills, counseling, supportive services, and placement to economically disadvantaged dropouts in a three-county rural area. Training allowances (at minimum wage rates) are provided through the State Employment Service for thirty hours per week, twelve-week participation.

The program has served seventy youth during the 1979 fiscal year; program completers are referred to CETA Title II-B skills training programs operated on the campus of the technical school, to a YETP-work experience program operated by a community-based organization, or to unsubsidized employment.

ROLE OF VOCATIONAL EDUCATION

Tri-County Technical College administers and operates the YETP program through a subcontract with the South Carolina State Board for Technical and Comprehensive Education, Department of Manpower Services, which coordinates several YETP programs in the state.

Through linkages with other CETA programs on the campus, the YETP participants may be placed in skills training programs at the technical school.

PRIME SPONSOR INVOLVEMENT

The prime sponsor involvement with this program is frequently handled at the state level through contact between CETA planners and state education staff. Staff from the State Technical Education Office and the Governor's Office provide technical assistance to the Tri-County Program Director and also monitor the program on a regular basis.

PROGRAM ACTIVITIES

Administrative Affairs

The five staff members (director, counselor, clerk, two instructors) are employed by the technical school and paid through YETP funds. Administrative costs to the school are reimbursed by CETA. The Program Director receives assistance in planning and policy development from the Department of Manpower Services, State Board of Technical and Comprehensive Education.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and counseling activities are performed by the project staff; an assessment component will be utilized that evaluates the students' academic abilities, vocational interests and aptitudes and includes vocational exploration through varied work sample activities. A one-hour per week group counseling session on personal development is conducted each Friday by the Program Director and/or counselor.

Non-Skills Oriented Training

GED preparation or basic skill development is a major component of this program. Instructors hold daily classes and/or assist students through individualized programmed instruction units in the learning laboratory. Life skills classes, which include attitudinal development, are held twice weekly in two-hour sessions.

A thirty-six hour course conducted to assist participants in obtaining drivers' licenses was held during July and August, 1979. This serious drawback to employment--not having a driver's license--has been alleviated for many of the participants. The course will become an ongoing component of the program.

Vocational orientation is accomplished in part by allowing YETP students to participate in regular Tri-County Technical College classes and labs on a short-term basis.

Institutional Occupational Skills Training

Job hunting skills are strongly emphasized during the twice-weekly life skills classes; students are trained in interviewing, job search techniques, employability skills and job holding. The importance of good attendance, punctuality and productivity is stressed.

Skill training in vocational programs at the technical school is available to many of the program completers through CETA - Title II-B programs operated on the campus.

Work Experience and On-the-Job Training

Work experience opportunities are available to program completers through another YETP program in the area.

Placement

Placement in unsubsidized employment or other training and employment programs is accomplished by the program counselor, director, and instructors. The school's Career Center, which has employer information and job listings, is available to the program staff; referrals are frequently made through Career Center listings.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location: Spartanburg, South Carolina

Educational Agency: Spartanburg Technical College

Prime Sponsor: Statewide Consortium

Funding: $92,000 - YETP

Target Group(s): High school dropouts, ages 17-21

Contact:
Deborah Highley
Coordinator, YETP
Spartanburg Technical College
P. O. Box 4386
Spartanburg, South Carolina 29303
(803) 576-5770

OVERVIEW

The YETP program at Spartanburg Technical College has two major goals: to upgrade academic skills and to identify career goals of economically disadvantaged high school dropouts. Thirty youths enter the program during each twelve-week cycle. Training allowances (at minimum wage levels) are paid for thirty hours per week of study in GED preparation, basic skills, living skills, and employability skills. Counseling, assessment, and placement for completers in skills training or unsubsidized employment are also offered.

The Spartanburg program is one of several YETP programs coordinated by the South Carolina State Board for Technical and Comprehensive Education through a contract between the State Board and the Office of the Governor - CETA Division.

ROLE OF VOCATIONAL EDUCATION

Spartanburg Technical College has contractual responsibility for administering and operating this YETP program; campus facilities and services are available to participants and YETP staff. Skills training for program completers is provided through referral to CETA Title II-B training programs also operated on campus. State-level vocational education (through the State Board for Technical and Comprehensive Education) has been involved in initial planning and implementation of this and other YETP programs.

PRIME SPONSOR INVOLVEMENT

Prime sponsor representatives provide technical assistance (in fiscal matters, regulations, etc.) to the Program Coordinator and to state-level education staff through frequent telephone contact and meetings. Monitoring through on-site visits and review of program data is accomplished regularly.

PROGRAM ACTIVITIES

Administrative Affairs

The Program Coordinator and the staff of one counselor, two instructors, and a secretary are employees of the Technical College with salaries paid by YETP funds. The Coordinator operates the program on a day-to-day basis and maintains frequent contact with state-level administrators of the Department of Manpower Services of the South Carolina State Board for Technical and Comprehensive Education.

Outreach, Assessment, Counseling, and Supportive Services

Outreach, assessment, and counseling are provided by program staff with the occasional assistance of the teachers and counselors of the technical college. Participants complete assessment instruments to determine aptitudes in academic and vocational areas. The Cognitive Style Mapping Inventory is administered to determine the most appropriate teaching mode (group versus individual; verbal versus written) for the participant. Counseling is provided at least weekly on an individual and group basis.

Non-Skills Oriented Training

Living skills such as learning about community services, how to obtain driver's licenses or household utilities, human sexuality, and drug abuse are developed in classes held on an as-needed basis, but at least twice per cycle.

Institutional Occupational Skills Training

Skills training is available to program completers through a CETA Title II-B training program also offered on the campus of the technical college; several participants choose this option.

Placement

Placement, through providing information on unsubsidized employment openings or through referral to other training opportunities, is a service offered by the Program Coordinator and counselor of the YETP program.

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YOUTH EMPLOYMENT TRAINING PROGRAM

Location: Pierre, South Dakota

Educational Agency: State Division of Vocational Education

Prime Sponsor: Statewide Consortium

Funding: $150,000 - YETP

Target Group(s): Rural in-school youth

Contact:
Gary Whiteaker
Supervisor, CETA
Division of Vocational Education
222 West Pleasant Drive
Pierre, South Dakota 57501
(605) 773-3423

OVERVIEW

The Youth Employment Training Project provides occupational orientation and survival skills coupled with work experience. The program consists of approximately thirty days of orientation addressing pre-employment and attitudinal issues. Following orientation, students attend class one hour a day in related instruction for which they receive elective credit. Afternoons are spend at a work site. The goals of the program are to initiate youth into the work ethic and provide them with the dollars necessary to stay in school.

The YETP program which is statewide has been developed differently for each community. There is a strong basis of local decision-making and coordination in the program with needs assessments done locally to determine individual program needs. Target groups vary by school district. The context of the program is somewhat unusual. There are only about one hundred and fifty students statewide in the program as South Dakota is a sparsely populated state. Both the unemployment rate and school dropout rate are low. The CETA staff has experienced low turnover. The CETA State Supervisor located in the Division of Vocational Education formerly worked with the State Department of Labor.

ROLE OF VOCATIONAL EDUCATION

The State Division of Vocational Education administers the Youth Employment Training Project. Local vocational education administrators serve as local program coordinators. The CETA State Supervisor is physically located within the Division of Vocational Education and is responsible for supervising all YETP programs. The CETA State Supervisor participates in the development of the State Plan for Vocational Education and through location in the State Division has access to curriculum materials, research, and planning information from the management information system.

PRIME SPONSOR INVOLVEMENT

The Governor's Office is the prime sponsor with the South Dakota Department of Labor serving as program agent. In South Dakota, all services provided by CETA are delivered through either the Department of Labor or Division of Vocational Education. The youth planner with the Department of Labor is in daily contact with the CETA supervisor. The youth planner is responsible for monitoring local agencies, approving plans and expenditures and handling calls related to program operation on a day-to-day basis. At the local level, employment and training representatives (ETRs) perform many of the YETP program functions sharing direct responsibility for the program along with teacher-coordinators in local schools.

PROGRAM ACTIVITIES

Administrative Affairs

The Division of Vocational Education is a sub-grantee with sole responsibility for providing services in terms of administering CETA programs. Some programs are contracted for an academic year and some year-round. There are ten programs under YETP. One of the ways that local coordination is facilitated is through the responsibility of the partnership of the ETR and the teacher/coordinators. In-service education has been initiated by the Department of Labor youth planner and the CETA State Supervisor to provide service to new teacher/coordinators and ETRs in the school. State level coordination is enhanced through complementary advisory positions. The Division of Vocational Education has two members on the State Manpower Services Council and the CETA State Supervisor is an educational consultant to the Department of Labor. With the ETR in the field to help work directly with the clients, the State office has a person to translate their goals and objectives and also provide input into the State level from the local level in terms of what the needs are.

Outreach, Assessment, Counseling, and Supportive Services

Outreach is a function of the ETRs. The ETRs can refer a person to any one of a number of programs, whether it is SPEDY, YETP, Young Adult Conservation Corps, etc. A telephone call to either the CETA State Supervisor or Department of Labor staff is all that is necessary to identify what funds will be used to support or meet the needs of the client out in the field.

Assessment is also a function performed by the ETR. Counseling, again, is done by ETRs as most are counselors, but the function also involves other counselors on the staff at Job Service offices and regular school counselors. Supportive services can be provided by any service agency. They are obtained by direct purchase on an individual basis. Examples of such supportive services include tutorials, child care, and transportation. These are arranged by the ETR as are subactivities called Job Related Education, which provides services that are needed but not available through supportive services. For example, the purchase of correspondence courses would come under Job Related Education, as would the rental of a typewriter for a student to practice skills.

Non-Skills Oriented Training

Remedial education may be purchased by the prime sponsor or coordinated by the prime sponsor if such a service is free. The needs of students for non-skills oriented training is one of the responsibilities of the teacher-coordinators or the YETP staff who have the authority to refer students to the appropriate services.

Institutional Occupational Skills Training

The related instruction provided daily after the student is on the worksite emphasizes occupational survival skills.

Work Experience and On-the-Job Training

Ninety percent (90%) of the employment of students is in the public sector. Academic credit for work experience varies with the school district. However, the State Division of Vocational Education has set up some state standards which have already been approved by the state board. Where a school starts a YETP in-school program, if it provides up to thirty-six to fifty-four hours of related instruction and one hundred and eighty to two hundred and twenty-four hours of work experience, a student may then receive one full academic credit as an elective.

Placement

Placement is a joint responsibility of the ETR and the teacher/coordinators. The ETRs have taught teacher/coordinators how to contact and deal with employers and the teacher/coordinators have helped to train ETRs in in-school activities. The process of obtaining jobs for students has almost exclusively been through knocking on doors. The plan suggested by the Division of Vocational Education is for the ETR and the teacher/coordinator together to follow two steps. The first step recommended is for them to form an advisory committee of downtown people and possibly a school counselor or other school staff. The second step is to maintain contact with service clubs.

CARRIGER CENTER YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location:	Morristown, Tennessee
Educational Agency:	Morristown Public School System
Prime Sponsor:	Balance of Tennessee
Funding:	$140,000-YETP 20,000-Vocational Education (P.L. 94-482)
Target Group(s):	Handicapped students
Contact:	Garland Curiton, Director Carriger Center Morristown, Tennessee 37814 (615) 581-9517

OVERVIEW

One hundred and forty youths in Morristown, Tennessee attend a center specially staffed and equipped to deal with the needs of the physically, mentally, or emotionally handicapped. Forty of the youths participate in a YETP component which offers vocational skills training, employability skills preparation, remedial education, work experience, counseling, and placement. Carriger Center serves youths on a full or partial-day basis through referrals from two high schools and two middle schools in Morristown.

The YETP students, in addition to being handicapped, must meet economic disadvantaged criteria. Morning hours are spent in training and/or academic work with afternoons devoted to work experience in public agencies.

ROLE OF VOCATIONAL EDUCATION

The State Division of Vocational Education administers the YETP funds utilized by the Carriger Center. Vocational educators at the state level have input into planning, implementation, and evaluation of the YETP program.

The Center is one of thirty-two local YETP programs administered at the state level by the Division of Vocational Education. The Division of Vocational Education also grant $20,000 in vocational education funds (P.L. 94-482) to the Center.

Skills training, in such areas as furniture repair, small engine repair, and business and office occupations, is a major focus of the Carriger Center programs. Teachers are vocationally certified.

PRIME SPONSOR INVOLVEMENT

Local CETA representatives from Employment Security, the subcontractor for the BOS, assist program efforts in eligibility screening, labor market information, and placement assistance.

At the state level, CETA planners maintain constant contact with vocational education representatives to plan and develop new programs and to work together to improve services throught out BOS. CETA and vocational education jointly visit the program site for monitoring purposes.

PROGRAM ACTIVITIES

Administrative Affairs

The Director of Carriger Center has responsibility for day-to-day operations of all Center programs including CETA. Two Center teachers, one counselor, and one secretary-bookkeeper are CETA paid employees.

The Director of Adult and Continuing Education (from the Division of Vocational Education) has overall administrative responsibility for the YETP in-school programs in the BOS.

The Advisory Council for the Center assists in policy determination.

Outreach, Assessment, Counseling and Supportive Services

The four schools in Morristown which refer youths to the Center participate in outreach functions. Each youth completes an assessment process during which Individualized Education Plans (IEPs) are developed. The IEPs identify the handicap and the methods to be used in training and remediation. Vocational interests and aptitudes and academic performance levels are also assessed. Counseling is a built-in service of all programs at the Center. Supportive services of transportation to work experience sites or referral to community service agencies are provided.

Non-Skills Oriented Training

Remedial classes or individual tutoring in math and reading are offered at the Center, as are basic academic courses for credit.

Institutional Occupational Skills Training

Vocational training courses (for credit towards graduation) are offered in a range of skill areas. Center students are placed in vocational program areas based upon assessment results. Skills training is competency-based with an individual's competencies identified at the end of course completion. Employability and job survival skills training are regular components of the center program.

Work Experience and On-the-Job Training

YETP students are placed in work experience positions for three hours each weekday afternoon. Students are placed in positions such as sales clerk, nurse aide, recreation aide, car washer, etc. Salaries are at minimum wage rates and paid through YETP. Two high school credits are awarded per year for the work experience.

Placement

Program completers receive permanent placement assistance from center counselors. YETP youths may remain in the program up to 104 weeks.

Work experience placements are developed by center counselors with assistance from Emplorment Security personnel.

ADMINISTRATIVE UNIT FOR BALANCE-OF-STATE IN-SCHOOL YETP ACTIVITIES

Location: Nashville, Tennessee

Educational Agency: State Department of Education,
Division of Vocational Education

Prime Sponsor: Balance of Tennessee,
Department of Economic Security

Funding: $1,840,263 - YETP

Target Group(s): Urban and rural in-school youth

Contact: Howard Welch, Office of Adult and
Continuing Education
208 Cordell Hull Building
Nashville, Tennessee 37219
(615) 741-3456

OVERVIEW

The Division of Vocational Education, through the office of the Director of Adult and Continuing Education, has contractual responsibility for administering YETP in-school programs in thirty-two LEA's. Although the programs at the local level vary in approach, size, and scope, all are funded under one (or both) of two categories. Transition Services, which are open to students of all economic categories, ages 16-21, include some combination of the following: outreach, assessment, and orientation; counseling; labor market information; employability and survival skills; job placement; referral to community agencies or school services; and activities to promote the transition from education to work. Transition services, which have been established in all of the local programs, are usually provided through the establishment of occupational information centers within the schools and/or the arrangement of group or individual counseling sessions to deal with specific services necessary. Career Employment Experience (CEE), which has been established in eleven of the thirty-two local programs, is available to economically disadvantaged students only. These students, who number close to three hundred and fifty, are placed in public agency-work experience positions part-time during the school year and full-time in the summer. CEE students must receive the transitional services of assessment, counseling, supervision, and follow-up. The major purpose of the program is to develop and experiment with new programs and approaches to reduce the employment problems of youths. One of the local projects which has received statewide publicity is the Morristown area; the program provides both components (transition services and CEE) with a strong emphasis on meeting the employment needs of handicapped and mentally retarded students (refer to the Morristown, Tennessee program description).

ROLE OF VOCATIONAL EDUCATION

The Division of Vocational Education, State Department of Education, as the overall administrative unit for the local YETP programs, provides in-service training, curriculum development, monitoring and evaluation of projects in conjunction with the prime sponsor, administrative services of reporting systems and some fiscal management for the projects. On the local level, the Local Directors of Vocational Education administer the majority of the thirty-two programs. Several of the programs have a vocational education emphasis--that is, coordination of work experience with cooperative courses or the encouragement of participants to enroll in skills training courses. Vocational education teachers and counselors are available to work closely with Job Placement Coordinators who operate the programs on the local level, in program development, placement of disadvantaged students in work experience positions, establishment of occupational information centers, etc.

The Director of Adult and Continuing Education, who serves as the representative of the Commissioner of Education on the Manpower Planning Council, meets frequently with the vocational education representative to the CETA Youth Council to keep informed of their activities.

PRIME SPONSOR INVOLVEMENT

The groundwork for the coordination between CETA and vocational education in the program was laid in preceding program operation efforts involving non-YEDPA funding. When the YETP program was conceived, the linkages between CETA and education had already been established. The constant contact between the two include "brainstorming" sessions to discuss ways to improve services and to develop new program ideas. The joint planning and development efforts are an ingrained component of the CETA/education linkages here.

Prime sponsor representatives provided technical assistance and joint program planning efforts when the YETP in-school program was in the early stages of planning by State education officials. Prime sponsor representatives now participate in or attend in-service training workshops conducted by State vocational education for local program staff, and local programs are monitored through data reporting systems and through on-site visits conducted by a team of prime sponsor and State vocational education staff.

PROGRAM ACTIVITIES

Administrative Affairs

Local level programs are administered by the Job Placement Coordinator who reports to the principal of the high school, Local Director of Vocational Education, and/or superintendent of the LEA. At the state level, the Coordinator for the program reports to the Director of Adult and Continuing Education, Division of Vocational Education, who has responsibility for all CETA activities in education including YETP described herein, SPEDY programs, and Governor's Youth Programs. The State education office provides in-service training to the local programs as well as technical assistance on CETA regulations, materials for the career information centers, training and materials for the group counseling sessions, materials on employability skills, etc.

Outreach, Assessment, Counseling, Supportive Sessions

Outreach, assessment, and eligibility screening are handled through the school system, with efforts coordinated with the local Employment Security offices. Small group or individual counseling sessions to assist students in dealing with personal, educational, and vocational difficulties are conducted by the Job Placement Coordinators. Referrals to community agencies for other services are frequently handled through the Occupational Information Center.

A wide range of career and labor market informational materials developed at the state level provide guidelines for career-oriented activities and positive attitude development.

Institutional Occupational Skills Training

The job experiences of the CEE component provide the bulk of the skills development. Many of the students served are enrolled in vocational education courses and employability skills training. The Job Placement Coordinators are encouraged to work closely with vocational teachers and vocational counselors in assessing and placing vocational education students in work experience slots matched to their skill areas.

Work Experience and On-the-Job Training

Students are placed in work experience positions according to results of interest and aptitude assessments or, in some cases, through assessment interviews with the Job Placement Coordinator. Students may work fifteen hours a week during the school year and full-time in the summer, for which they receive the minimum wage through YETP. Several of the local schools provide academic credit for the work experience activities.

Placement

Direct placement and job development comprise a strong component of many of the local programs, particularly those with CEE. Job Placement Coordinators contact employers, arrange interviews, and provide follow-up after placement.

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CAREER INFORMATION GUIDANCE AND JOB-SEEKING SKILLS

Location:	Dallas, Texas
Educational Agency:	Dallas Independent School District (DISD)
Prime Sponsor:	City of Dallas
Funding:	$300,000 - YETP (Youthwork)
Target Group(s):	Eleventh graders in an urban school system
Contact:	Russell Dyer Job Placement 3700 Ross Avenue Dallas, Texas 75204 (214) 742-4467

OVERVIEW

The Career Information Guidance and Job-Seeking Skills Program provides occupational orientation in a two-phase project. The first phase concentrates on six to eight weeks of classroom instruction while the second phase provides four weeks of work experience. While occupational orientation is a major goal, a secondary goal is to prepare students for entry into vocational cooperative education programs during their senior year.

The Job Placement Division operates the program in an out-of-school setting. Previously operated out of an old gymnasium, the program is now housed in a former furniture store. Students are bused to the program in the afternoon. A new group of students is enrolled in each of two quarters, the second and third quarter of the school year. One hundred and six enrolled the second quarter, and one hundred and twenty the third quarter of the school year 1978-79.

ROLE OF VOCATIONAL EDUCATION

There are two vocational education counselors employed full-time in the program. They serve as curriculum organizers, make requisitions for curriculum materials and supplies, plan staff development for the teachers (career advisors), serve as counselors to students, and are responsible for the daily operation of the project.

Career counselors from each high school, known as vocational counselors in other areas of the country, participate in recruitment activities along with the YETP counselor and regular school counselor.

PRIME SPONSOR INVOLVEMENT

The City of Dallas, as a designated prime sponsor for this Youthwork project, is responsible for monitoring and evaluating both the classroom and work experience portions of the program. The prime sponsor meets approximately three times a month with staff from the Job Placement division.

PROGRAM ACTIVITIES

Administrative Affairs

There is a program of in-service education for the teachers who will be working in the program. Teachers get a full week of staff development prior to the initiation of the program. The staff development is done by a special team in Dallas Independent School District called the Intervention Training Program. The curriculum was developed by the coordinator of the Job Placement Division with the assistance of several counselors. Costs of curriculum development were covered by other funds available to the Job Placement Division. Youthwork funds pay for an accounting clerk, third-party evaluations, and the salary of the teachers who are hired on half-time basis. There is a contract with a data processing firm to handle check writing. Evaluation is done by a Youthwork-hired ethnographer and the evaluation department of DISD. The ethnographer visits the classroom and worksites. The DISD evaluation department administers pre- and post-tests to determine the amount of knowledge obtained from the Youth Employment Training Program.

The DISD contributes to the project by supporting the administrative supervision needed. The mechanical labor needed in preparation of the building site is also contributed by DISD. The furniture, audio-visual equipment, and many resource materials are furnished by DISD.

Outreach, Assessment, Counseling, and Supportive Services

Recruitment is performed by career counselors in each school. The YETP homeroom period, about forty minutes each day, is devoted to group counseling. During the program the students are made aware of cooperative programs which they may enter in their regular schools during their senior year. Career exploration is a major emphasis. Students explore occupations through the Dictionary of Occupational Titles (DOT), Occupational Handbook and other available educational materials.

Non-Skills Oriented Training

During the first phase of the program, instruction covers a number of topics. Each day is divided into four periods. The offerings of each period are alternated. Business English and math are offered as well as a number of survival skills such as self-awareness, self-motivation, and other developmental skills. The program also has a period that is termed jobology. This is primarily the development of good work habits. There are six teachers, called career advisors, who teach these courses. Students may receive three-fourth's credit as an elective for their participation in the program. In order to get the credit they have to pass the subjects that are given.

Institutional Occupational Skills Training

Training is offered in job seeking and retention skills during the classroom component.

Work Experience and On-the-Job Training

The second phase of the program focuses on work experience. Sites are evaluated to determine the skills that the students will learn. Supervisors on the site are provided with information about what the students are getting in class. Students are given a choice of the work station where they will be during the program. The placements are in public agencies; examples include the Sheriff's Department, Zoo, Recreation Centers, Libraries, Department of Immigration, Internal Revenue Service, HEW and HUD. Students are paid seventy-five percent (75%) of the minimum wage when in class, and they are paid the minimum wage after they are placed on the job site.

Placement

There are two job developers in the program. Their jobs is to make contact with the non-profit businesses to place the students for their four weeks of experience. The program is doing a three, six, and twelve month follow-up. Of the one hundred and forty students who went through the program during the third quarter of the 1977-78 school year, one hundred and thirty-four are back in school. Twenty of these went into co-op programs.

PALACIOS INDEPENDENT SCHOOL DISTRICT

Youth Employment Training Program

Location: Palacios, Texas

Educational Agency: Palacios Independent School District

Prime Sponsor: Gulf Coast Employment and Training Consortium

Funding: $2,196,581 - YETP

Target Group(s): In-school and out-of-school youth; majority from rural areas; dropouts

Contact:
Mr. Robert Long
Project Director, Work Experience Program
Palacios Independent School District
P. O. Box 913
Palacios, Texas 77465
(512) 972-3991

OVERVIEW

The Palacios Youth Employment Training Program is organized into an In-School Program and an Out-of-School Program. The In-School program is divided into two basic components: Transitional Services and Career Employment Experience. The Transitional Services component focuses on all 16-21 year old eligible youth. The Career Employment Experience component involves second-semester high school juniors and high school seniors.

Transition Services include four components: intake, counseling, transitional training, and job development/job placement. These services are provided to all eligible youth who wish to participate.

Career Employment Experience includes one of two types of training activity for the YETP student: Work Experience Job Training (WEJT) or On-the-Job Training (OJT). WEJT worksites and OJT contracts are developed to meet the career interest of each program participant. Supervision of youth at worksites is by agreement an LEA responsibility at no cost to the program.

The purpose of the program is to aid the youth in the selection of a career, direct her/him toward vocational training offered by the school, and provide a vocationally-related, meaningful work experience. Transitional services are provided by the Palacios Independent School District (ISD) counselors, transitional teachers and mobile career resource centers.

The out-of-school Career Employment Work Experience is directed at high school dropouts and graduates between the ages of 16-21 who need work experience. Participants work forty hours a week for up to twenty-five weeks. Jobs are in non-profit agencies and participants are paid at least the minimum wage or the entry-level wage for the job.

The Transitional Pre-Employment Training provides assistance to high school dropouts and graduates 16-21 years old in obtaining full-time employment. Eligible individuals are paid the minimum wage for attending a two and a half week class which includes occupational and training information, improvement of communication and social skills, job interviewing skills, and some basic life survival skills. At the end of the class, efforts are made to place the participant in the Palacios I.S.D.'s regular work experience program, in a private sector job, or in a classroom skills training program at an area community college.

Basic occupational skills are taught to out-of-school work experience participants in a program patterned on OJT. Classroom training is offered in occupational areas in which a need for employment exists, e.g. machine tools operation, welding, clerical and office occupations, licensed vocational nursing, auto mechanics and body repair, etc.

Services such as literacy training and bilingual training, which are offered at area high schools and community colleges, are used at no cost to the program on an as needed basis. The basic transitional services offered in the in-school program, with two minor changes, are offered to out-of-school participants. Counselors emphasize educational development rather than the school-to-work transition, and a forty-hour class-size program of vocational exploration and help in obtaining and retaining employment replaces the one hour a week program.

ROLE OF VOCATIONAL EDUCATION

Vocational education instructors are encouraged to coordinate their activities with the Palacios I.S.D.'s counselor to review the participant's performance, educational attainment and career development. The program operator works with LEA counselors and coordinates activities with such programs as Distributive Education, Industrial Cooperative Training, etc.

PRIME SPONSOR INVOLVEMENT

The Gulf Coast Employment and Training Consortium has designated the Palacios Independent School District to operate the in-school and out-of-school youth programs in the eleven-county area on behalf of the Houston-Galveston Area Council. There is a financial agreement between the Consortium and the I.S.D. The Palacios Independent School District in turn develops non-financial agreements with other local independent school districts.

PROGRAM ACTIVITIES

Administrative Affairs

The Palacios I.S.D. provides central assessment, intake and referral services for YETP youth through coordination with the Texas Employment Commission's service centers. The mobile resource center and I.S.D. counselors go out into the local area to offer these services. YETP/LEA coordination is spelled out through non-financial agreements. The intent of the program is to work with existing vocational staffs and to provide additional resource help. Program staff members provide transitional services and develop worksites. LEA's arrange for supervision of participating youth at worksites under coordination agreements. Program staff includes three counselors, two counselor/job developers, two clerk typists and a program director.

Outreach, Assessment, Counseling, and Supportive Services

Outreach, recruitment, intake, and orientation for in-school youth is handled primarily by the Palacios I.S.D. Intake for out-of-school youth is conducted by the CETA Manpower Service Centers. An in-depth assessment of each eligible applicant is conducted by a Palacios I.S.D. counselor. If it is determined that the program can adequately meet the applicant's needs, an employability development plan is written.

Counseling is available both on a group and individual basis and includes activities promoting the school-to-work transition and labor market information. Activities include career exploration, job interviewing/role playing, etc. Some school districts provide transitional training through school counselors at no cost to the program.

Students who need supportive services in order to enter or complete their participation in the program are provided assistance such as child care, health care and transportation.

Non-Skills Oriented Training

Included in the school-to-work transition program are occupational exploration, career information and life survival skills. Labor market information concerning the availability of jobs in the area, supply and demand occupations and wages for different occupations is provided by counselors.

Institutional Occupational Skills Training

Skills needed to obtain and retain employment are taught in a classroom setting with in-school participants attending class one hour per week. Out-of-school students attend a forty-hour, class-size program teaching the above-mentioned skills. The work experience program for out-of-school youth is patterned after OJT. Basic occupational skills are taught to participants through agreements with area schools.

Work Experience and On-the-Job Training

The Career Employment Experience component includes two training activities: Work Experience Job Training (WEJT) and On-the-Job Training (OJT). In-school youth are paid the minimum wage rate and the out-of-school youth are paid at the entry-level wage rate for the job classification. In-school youth participate for nine months for an average of fifteen hours per week. Out-of-school youth participate for six months for forty hours or less per week.

Placement

The program operator and the staffs of the Manpower Service Centers provide placement services to program participants. The Service Centers are operated by the Texas Employment Commission under a CETA Title I contract and thus automatic linkages are established with the Employment Service.

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YOUTH EMPLOYMENT AND TRAINING PROGRAM (YETP)

Location: San Saba, Texas

Educational Agency: Central Texas Community College

Prime Sponsor: Central Texas Manpower Consortium

Funding: $300,000 - YETP

Target Group(s): Rural in-school students

Contact:
Billy Don Everett, Executive Director
Central Texas Manpower Consortium
P. O. Box 727
San Saba, Texas 76877
(915) 372-5136

OVERVIEW

YETP transition programs serving thirty high schools in central Texas are administered and conducted by a community college through a subcontract with the prime sponsor. Since early 1978, close to 8,000 students (forty-two percent (42%) of all high school students in seven county area) have received one or more services through the Central Texas YETP program. Disadvantaged and non-disadvantaged students are eligible for the range of transition services offered: vocational and academic testing and interpretation, vocational counseling, career day activities, workshops in employability, job survival and basic living skills. Short-term, intensified projects for economically disadvantaged students have been conducted for the purpose of developing job survival and coping skills. Indirect services to students include curriculum development and coordination of activities to assist teachers and counselors in career information and awareness programs within the schools. YETP programs are conducted by staff members at the high schools or on the college campus.

ROLE OF VOCATIONAL EDUCATION

The Central Texas Community College, as subcontractor to the prime, administers the YETP in-school program. The college provides support to the program staff in such area as assisting in record-keeping, participating in Career Day activities conducted on campus, and providing facilities for some workshop activities for students. The Deputy to the President of Central Texas College serves on the CETA Manpower Advisory Council.

Vocational skills development is encouraged through the use of the community college's vocational facilities, information services, and courses. Vocational teachers and counselors in the high schools incorporate these elements into the YETP program activities.

PRIME SPONSOR INVOLVEMENT

The prime sponsor, a consortium of seven county governments, developed the RFP's for the program activities to which the community college responded. Prime representatives also developed the linkages with the thirty participating schools in the seven-county area.

The Executive Director and the Director of Planning for the prime are both frequently involved in planning and policy development for YETP activities.

PROGRAM ACTIVITIES

Administrative Affairs

The Prime Sponsor, Central Texas Manpower Consortium (CTMC), has administrative responsibility for the YETP program. The community college is reimbursed for any administrative costs of the program, although facilities for on-campus activities for students are also provided at times.

Community College program staff consists of a director, four counselors, one resource and curriculum coordinator, one test counselor and two clerical assistants; all staff salaries are paid through YETP funds.

The CTMC Executive Director administers the planning and policy activities of the program and the Community College coordinates major program activities through CTMC's Youth Coordinator.

Outreach, Assessment, Counseling, and Supportive Services

Initial contacts regarding screening students for the program are made by YETP counselors who visit the schools and speak to individual class classes to stimulate interest. Eligibility screening and community assessments are provided by the CETA representatives. Individual and group counseling and testing services are provided to students by the YETP counselors, and classroom teachers are trained in the use of test interpretation, counseling, and career information materials. A Career Day and a series of workshops have presented students with information on job duties, availability, advancement opportunities, and salary ranges.

Non-Skills Oriented Training

The major program activity involving non-skills oriented training has been a one-week workshop on the college campus, which included daily classwork and training in life skills such as decision-making and personal coping.

Institutional Occupational Skills Training

Employability and job survival skills were emphasized during a one-week on-campus workshop for program participants. YETP staff provided training in job-seeking techniques, and students worked in teams to accomplish a number of occupationally related projects.

Work Experience and On-the-Job Training

The primary work experience activity has been the Early Admissions Program, which brought eleven high school juniors and seniors to the college campus for a combination of college coursework and job experience. YETP paid the expense, including room and board for several weeks. Students were paid minimum wage through CETA for their work.

Work site visitations by CTMC staff help to monitor the progress of program participants in work experience slots developed by the manpower offices and partially funded through YETP. The visits also serve to follow up interest and aptitude in the jobs as related to initial assessments.

Placement

CTMC, the prime sponsor, operates a Youth Employment Service which offers placement in unsubsidized jobs for all youth (CETA eligible/ non-eligible) in the Consortium area. The Youth Employment Service is operated by the prime sponsor in cooperation with the Texas Employment Commission. Approximately seven hundred youth were placed in unsubsidized jobs during 1978.

PROJECT COOPERATION

Location:	Salt Lake City, Utah
Educational Agency:	Utah State Board of Education
Prime Sponsor:	Governor's Office of Labor and Training
Funding:	$278,591-Vocational Education YETP YCCIP Title II
Target Group(s):	In-school and out-of-school youth; 14-16 year olds, dropouts, handicapped, offenders
Contact:	Ms. Pat Latham, Associate Dean Utah Technical College 431 6th East Salt Lake City, Utah (801) 328-8521

OVERVIEW

Project Cooperation is an alternative training program for youth fourteen to twenty-one years of age involving the efforts of the Utah Technical College, five area school districts, and the Salt Lake City Employment and Training Administration, and the Utah State Board of Education. Students who are fourteen to sixteen years old may participate in a work experience training program for fifteen hours a week. These students must be enrolled in school and they are paid the minimum wage for their hours of work. One of the primary objectives of this program is to keep students in school.

Youth who are sixteen and a half to twenty-one can enroll in one of three training options: classroom training, on-the-job training, or work experience. The classroom training offers twelve areas such as carpentry, masonry, floor and wall covering, clerical, graphic arts,, nursing assistance, etc., and involves nineteen hours a week. "Hands on" training is emphasized through work projects in the public sector. For instance in 1978-79, students in this program and YCCIP built a press box box for a local high school football stadium, remodeled a police station, built an addition to a local fire station, built restrooms for the handicapped in Canyon Park, etc. The program involves six hundred hours of training and application of skills learned.

Youth involved in on-the-job training programs work full-time. Their period of training also lasts six hundred hours and their employers are reimbursed for fifty percent of their wages.

Work experience participants in the older age category are paid the minimum wage and can develop a work record demonstrating dependability, punctuality and increasing skills. These older students are also urged to return to school to complete their high school work and approximately fifty-percent of them accomplished this goal in 1978-1979.

Project Cooperation staff includes, in addition to the project manager, one instructor for each of the classroom training courses, four work experience job coaches; two full-time and four part-time counselors; three secretarial staff members plus assistants in the YCCIP program and the Drafting and Design area. Some of the instructors are vocationally certified. Instructors generally are highly skilled and possess extensive experience in their occupational areas. Two are general contractors who relate well to youth and chose to work with program participants.

ROLE OF VOCATIONAL EDUCATION

Classroom training takes place in the vocational departments of the high schools in the five participating area school districts. Vocational education funds are used in support of project efforts. Instructors of some courses are vocationally certified. The project administrative headquarters and staff offices are located in a vocational facility and there is cooperation and coordination with the institution's administration and staff. Vocational directors of the five school districts meet monthly with CETA, State Board of Education and project representatives.

PRIME SPONSOR INVOLVEMENT

The Governor's Office of Labor and Training, through its subcontractor, the Employment and Training Administration, is involved in planning, monitoring and evaluation of the project. ETA representatives take part in monthly project advisory council meetings and participated in pre-project planning activities.

PROGRAM ACTIVITIES

Administrative Affairs

Project staff handle day-to-day administration of project activities within the specifications of the cooperative agreement with the Dean of the Utah Technical College.

Outreach, Assessment, Counseling and Supportive Services

Project personnel handle outreach and intake responsibilities, working closely with school counselors and referrals of out-of-school youth.

Participants receive counseling from either full-time or part-time project staff counselors during their period of training.

Supportive services such as eyeglasses, transportation, child care, medical help, supplies, etc. are provided whenever necessary to allow a student to enroll, remain in or complete a training program.

Non-Skills Oriented Training

All project participants receive instruction in job-seeking skills. Basic education (math, English and reading) instruction is provided for students on an individual basis as determined by their needs. The Singer Vocational Assessment is used as a part of the transitional services offered by the project.

Institutional Occupational Skills Training

Skills training is offered in the classroom component for students from sixteen and a half to twenty-one years of age. Courses are offered in twelve occupational areas utilizing the facilities of the vocational departments of participating high schools. Participants also learn occupational skills during on-the-job training and work experience programs.

Work Experience and On-the-Job Training

Opportunities for work experience are offered to in-school and out-of-school youth. In-school youth work for fifteen hours a week at the minimum wage, and they must be enrolled in school to take part in the program. The training involves six hundred hours.

Work experience for older youth is also offered, although there are fewer participants in this program. Some older students work at the University of Utah in jobs related to their occupational interest areas.

Project participants who have on-the-job training positions work full-time. Fifty percent of their wages is paid to the employer from project funds. On-the-job training also lasts for six hundred hours.

Placement

Assistance in placement is the primary responsibility of four of the project job coaches. Instructors also actively assist in job placement efforts.

SMOKEY HOUSE PROJECT

Location:	Danbey, Vermont
Educational Agency:	Vermont Department of Education, Department of Vocational-Technical Education, Vocational Education Division
Prime Sponsor:	Vermont Statewide Consortium
Funding:	\$203,000 - YETP (Youthwork) Taconic Foundation
Target Group(s):	Rural in-school youth; handicapped; offenders
Contact:	Mr. John Taylor Youth Employment Training Consultant Department of Vocational-Technical Education State Office Building Montpelier, Vermont 05602 (802) 828-3101

OVERVIEW

Smokey House Project provides work experience in four occupational areas. Activities in land use practices and productive resource management are scheduled in the afternoon for three to four hours. Students receive credit for the work experience. They are bused to the work site consisting of 4700 acres purchased by the Taconic Foundation approximately six years ago.

Staff for the program consists of work supervisors hired by Smokey House and a Youthwork Manager who serves as ombudsman. Additionally, program funds provide for a third party evaluator and a consulting firm that conducts career workshops every other week.

ROLE OF VOCATIONAL EDUCATION

A large part of the vocational education involvement in this project is through the State Department. The department has fiscal control funneling money to Smokey House and serves as a conduit for reports to Youthwork and to Vermont CETA. In addition to serving as the contracting agency, the State Department gives some in-service training. As the focus of the project is work experience and academic credit, the department has been working on ways to document work experience in such a way that educators can read the documents and award credit. In-service training has been conducted for the work supervisors to help them better handle student problems. At the local level, a vocational education cooperative coordinator in one school has been doing referral for Smokey House.

PRIME SPONSOR INVOLVEMENT

The prime sponsor is the funding agent. Responsibilities include regular monitoring and some technical assistance such as the verification of income. The youth program coordinator with the prime sponsor talks with the State Department at least twice a week in the development of program ideas.

PROGRAM ACTIVITIES

Administrative Affairs

Smokey House Project is run by the Taconic Foundation through a subcontract with the Vermont Department of Education. There is also a nonfinancial agreement involving three LEAs and a multiple LEA agreement with Smokey House, the Department of Education, and Vermont CETA. Youthwork funds are the major source for project operations while the Taconic Foundation supplements staff salaries. The participation of the schools is a limited one, primarily concerned with the identification of students. However, the school for handicapped students additionally assumes responsibility for making sure that each student has an Individualized Education Plan and certifying that their courses are a part of this.

Outreach, Assessment, Counseling, and Supportive Services

Outreach is a function of the guidance departments in the three participating schools. In addition to using eligibility criteria, the schools attempt to select the students who might leave school without the benefits of the program. There is a CETA application and also a Smokey House application where students list their interests, abilities, and reasons for wanting to participate. A support system for the project is provided through a system of mentors. The work supervisors serve this function, meeting with the students at least once a week on an individual basis to talk over problems. The mentors also provide career information.

Non-Skills Oriented Training

The development of career plans is facilitated through periodic workshops and was supplemented by a private firm which contracts with Smokey House. As a further extension of this training, the mentors help explain how school courses are tied into what students are doing on the job. Any remedial training needed is worked out on an individual basis with the school that students are attending.

Institutional Occupational Skills Training

Occupational skills are assessed through a third party evaluator. Test inventories are being administered. For example, a career maturity inventory is used. Both pre- and post-tests are being used. The Youthwork Manager helps students learn to fill out job applications.

Work Experience

The work experience at Smokey House is in four areas: forestry, construction, agriculture, and alternative technologies, including solar and wind devices. Students work in crews of five and have a chance to rotate through the different crews for experience. Smokey House has developed basic competencies which the students may realistically be expected to master in the four areas. The development of basic competencies provides a foundation for the schools to use in awarding credit. The third party evaluator has helped to develop these competencies. Students' mastery is rated both subjectively and objectively. Subjective evaluations include job performance ratings made by the work supervisors and self-ratings by the students. Objective evaluations consist of tests related to job skills.

Placement

Smokey House is in the process of developing a placement component. Job development is facilitated by bringing prospective employers to the site to observe the students at work. The Youthwork Manager is responsible for making contacts with employers and for announcing the availability of jobs by placing notices on bulletin boards or other methods.

ENVIRONMENTAL PROJECT

Location: East Montpelier, Vermont

Educational Agency: Vermont Department of Education, Vocational Education Division

Prime Sponsor: Vermont Statewide Consortium

Funding: $ 39,779 - YCCIP

Target Group(s): Low academic achievers and potential dropouts in a rural school

Contact:
Mr. John Taylor
Youth Employment Training Consultant
Department of Vocational-Technical Education
State Office Building
Montpelier, Vermont 05602
(802) 828-3101

OVERVIEW

The Environmental Project at Union-32 High School is primarily a work experience program with the aim of developing skills in occupations indigenous to Vermont. Approximately twenty-five (25) percent of the students' time is spent in class with the majority of time spent in the field in accordance with YCCIP requirements that the project be labor intensive. The field activities take place on the school site consisting of one hundred forty-six (146) acres. Academic credit is awarded for participation.

The program serves twelve (12) students in one high school. The students served have not only been low academic achievers, but habitual truants. They are students who have been in regular vocational education programs before and have not made it. The emphasis in the Environmental Project on activity-based learning and the skills of the program coordinator who runs a nature craft school have brought the students back to class.

ROLE OF VOCATIONAL EDUCATION

The Department of Vocational-Technical Education of the Vermont Department of Education acts as the administrative unit for the program. Funds are channeled through the Department of Vocational-Technical Education.

PRIME SPONSOR INVOLVEMENT

The prime sponsor's direct involvement with this program consists mainly of monitoring. Prime sponsor staff not only visit work sites but also talk to the students about their experiences. Indirectly the prime sponsor is responsible for planning; the prime sponsor's local plan is descriptive of programs that would benefit youth in Vermont. Programs which meet the plan's criteria are selected through an RFP process. This program is one example.

PROGRAM ACTIVITIES

Administrative Affairs

The Environmental Project is operated through a financial agreement between the prime sponsor and the Vermont Department of Education. Union-32 High School then has a sub-contract through the Department of Vocational-Technical Education. The Department retains both programmatic and financial control. The Program Coordinator works on a contractual basis and hires consultants such as work study graduate students. The school principal helped write the proposal for the program and continues to keep track of the program through written reports. The Program Coordinator also keeps the school board informed through discussions of the program at school board meetings.

Outreach, Assessment, Counseling, and Supportive Services

Recruitment for the program takes place at the school level. The assistant principal assists in screening applicants to determine their eligibility. Following the pre-screening, students are assessed by a screening committee consisting of the assistant principal or principal, two teacher advisors and someone from the guidance office. The committee considers the additional criteria of whether the student needs the program to stay in school. As a special effort during recruitment, teacher advisors talked with a number of female students in an attempt to overcome their reluctance to participate. Assessment for accepted applicants consists of administering skill and interest inventories. Students are able to select specific program activities from among available offerings.

Counseling is provided once a week by a counselor hired with program funds. Special clothing and tools which are needed for participation in the project are also provided with program funds. Labor market information is provided through contacts with the Forest Service and the Job

Service of the Employment Security Commission. Both pamphlets and guest speakers are provided by these agencies. In addition, the Program Coordinator takes the students to nature centers where they can see how they might later apply the skills they learn through the program. Other supportive services needed by the students are arranged by the Program Coordinator through the guidance department and other school resources.

Non-Skills Oriented Training

Survival skills are an integral part of the YCCIP learning experience. Once on the work site, one of the students acts as a foreman. The Program Coordinator is then there for technical assistance only. There is a student who acts as an advocate or ombudsman for the workers, similar to a shop steward. If a student has a problem and is not able to work it out with the foreman, they take the problem to the ombudsman, who then takes the problem to the Program Coordinator who acts as arbitrator.

Institutional Occupational Skills Training

The classroom portion of the program provides the students with occupational orientation and background on the kinds of things they will be doing on the site. A curriculum designed to further supplement the work experience has been planned for the next year of program operation.

Work Experience

Work experience in the Environmental Project focuses on such activities as sugaring operations, maple syrup processing, grafting, propagation of seeds, and the building of a nature trail. Skills developed through program activities are assessed by competency tests. However, the tests are only a partial basis for awarding academic credit. Credit is also based on length of time in the program and student projects which evidence the extent of participation. The students write reports which describe what they did in the program and what classes the program relates to. The reports are presented to teacher advisers and the guidance department. The academic credit based on length of time is a base credit, and the other is variable depending on the amount of effort put out by the student and the degree of proficiency obtained.

STATE LEVEL COORDINATION OF YEDPA PROGRAMS

Location: Montpelier, Vermont

Educational Agency: Vermont Department of Education,
Vocational Education Division

Prime Sponsor: Vermont Statewide Consortium

Funding: YETP
YCCIP

Target Group(s): Rural in-school populations

Contact: John Taylor
Youth Employment Training Consultant
State Office Building
Montpelier, Vermont 05602
(802) 828-3101

OVERVIEW

The Vocational Education Division, State Department of Education, serves as the administrative agency for YEDPA programs statewide. The Vocational Education Division serves as the contracting agency, initiating financial agreements with the prime sponsor and subcontracting with individual schools. In its intermediary role, the Vocational Education Division has both programmatic and financial control.

ROLE OF VOCATIONAL EDUCATION

The Vocational Education Division performs a number of functions in its role as an administrative unit for YEDPA. It does some in-service training. The Division has been working on ways to document work experience in such a way that educators can read the documents and award credit. This has involved the development of an employment form that sets out a plan of goals and services. The Division is also involved in monitoring and technical assistance which involves, for instance, making sure that forms are filled out completely. The Division also fills a liaison function, getting people together to talk about ideas, particularly people who handle special funded programs. For example, the sex equity coordinator has run some workshops for youth coordinators and counselors at the local level. The Division has also been working with the cooperative education consultant to develop criteria for awarding of academic credit. Together they have developed training agreements and the plan has been accepted by all schools participating in YEDPA in Vermont. Through their role as a liaison or catalyst, the Vocational Education Division has been able to use State resources to augment local programs.

PRIME SPONSOR INVOLVEMENT

The prime sponsor, Vermont CETA, is the funding agent for YEDPA programs. Direct involvement with local programs consists mainly of monitoring. Some technical assistance is provided such as the verification of income. Indirectly the prime sponsor is responsible for planning. The prime sponsor writes a plan detailing those programs which would benefit youth in Vermont. Programs are then selected through an RFP process. The prime sponsor reimburses the Department of Education for expenses which in turn reimburses local schools.

PROGRAM ACTIVITIES

Administrative Affairs

The Youth Council is a primary vehicle for bringing vocational education and CETA together. The Vocational Education Division works closely with the Youth program coordinator at CETA bouncing ideas off him before program ideas are fully developed. Division staff talk with the Youth Coordinator at least twice a week. The Youth Employment Training Consultant at the State Department is an alternate member of the Youth Council; the assistant director of the State Department is a member of the Youth Council. The Vocational Education Division also runs the summer youth programs and they have created linkages between their year-round programs and summer youth program. In this way they have developed a comprehensive package of youth programs that relate to each other. Also, students in the summer youth program are given preference in participating in YETP programs.

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CAREER DEVELOPMENT PROGRAM

Location: Norfolk, Virginia

Educational Agency: Norfolk Public Schools

Prime Sponsor: STAMA Consortium (Southeastern Tidewater Area Manpower Authority)

Funding: $226,000 - YETP (Youthwork)

In-Kind Contribution: $1,000 is available to program administrative staff for travel and planning conferences.

Target Group(s): In-school students in an urban area; teenage parents and offenders

Contact:
Mr. Jim Holley, Project Director
Madison Secondary
1091 West 37th Street
Norfolk, Virginia 23510
(804) 441-2413

OVERVIEW

The Career Development Program offers sequential periods of career exploration, shadowing, and work experience for students at Madison Secondary, an alternative school. The career exploration lasts for six to seven weeks, the shadowing or observation for five weeks, and work experience up to twenty-seven weeks. Private sector involvement through the Chamber of Commerce is essential in securing jobs in the business community for the observation period and subsequent work experience. The program picks up fifty students each quarter, but the total number of students is carried through to the end of the program. An overriding goal of the program is to teach a sense of responsibility. The objective is to train the students to a realistic career goal; long-range, to produce students who are trained and who are aware of community opportunities. The hope is that the part-time positions created for the students will become permanent until the student graduates, and then will be full-time. Another goal of the program is to help the business community by providing trained employees at a small expense to the employers. The students who attend the alternative school and become enrollees in this program have to demonstrate a desire to do so. These are students who have never worked, who have been on public assistance most of their life, and who very often are discipline problems. For some students, this is the last chance.

ROLE OF VOCATIONAL EDUCATION

The Career Development Program utilizes four vocational education teachers with experience in vocational training for special populations, including offenders and Vietnamese. Each teacher is designated as a teacher-coordinator with much the same responsibilities as a cooperative vocational education coordinator. In addition to classroom training responsibilities, teachers serve as job coordinators, maintaining weekly contact with employers. In addition, there is a resource coordinator whose primary responsibility is to secure job training sites and coordinate work site activities. As a demonstration project, the Career Development Program operates independently of two other vocational programs offered at Madison Secondary School.

PRIME SPONSOR INVOLVEMENT

The primary role of the prime sponsor resides in the accounting function. Each month the Project Director submits expenditures by category and the school system, in turn, submits these to the Southeastern Tidewater Area Manpower Authority for reimbursement. Monitoring the overall operation of the Career Development Program is also a prime sponsor function.

PROGRAM ACTIVITIES

Administrative Affairs

The proposal was submitted to Youthwork from the local education agency. The prime sponsor is designated. The Career Development Program was written by an adult specialist with the school system. The Chamber of Commerce was also involved in the initiation of the program, detailing how they could work with the program if the proposal was accepted.

There is coordination with other agencies who may be administering funded programs concurrently with the Career Development Program. The Project Director keeps in contact with staff from the YMCA who are administering federal grants and with counselors from a community organization serving unwed mothers to ensure that students are enrolled in only one program at a time.

Outreach, Assessment, Counseling and Supportive Services

Recruitment for the program encompasses enrollees of Madison Secondary School. Eighty to eighty-five percent of these students are former dropouts, and the majority are slow learners. They are students who wanted to come back to school. Theycan get all the academic requirements they need for a high school diploma by attending Madison Secondary. The students must make an application to the Career Development Program. Students meeting eligibility requirements are interviewed to determine their interest in the program. Eligibility and interest constitute the selection criteria.

Non-Skills Oriented Training

Remedial education is a component of the alternative school offerings. Career exploration is offered by means of filmstrips and cassettes through which students may explore as many as two hundred jobs. Exploration is a component of the Career Development Program classes during the first six to seven week period. Following the exploration period, students choose a job in the business community. These jobs constitute an observation period. This observation period lasts for five weeks, three hours a day, four days a week. This is approximately sixty hours during which the student observes and participates in the job chosen. Students are paid during this observation period.

Institutional Occupational Skills Training

Occupational survival skills are a part of the classroom training during the initial career exploration period.

Work Experience and On-the-Job Training

Following the observation period, an attempt is made to get the employers to hire students on a part-time basis. For the first nine weeks that the students work part-time, the program pays the employer three quarters of the minimum wage. During the subsequent nine weeks employers are paid one-half of the minimum wage and the third nine-week period the reimbursement is one-fourth of the minimum wage. The work experience for the student goes on during school. They return to the school only one day a week for the Career Development program classes, although they do attend regular academic classes every day. During the work experience period, the Career Development classes are focused on an opportunity for students to talk over their experiences on the job.

Placement

Placement is due in part to the efforts of the teacher-coordinators and in part to a main thrust of this program which is private sector involvement. The Chamber of Commerce helps to make contacts with employers and bring guest speakers into the classroom. The teacher-coordinator, however, maintains a liaison function with the employers after the student is placed.

YOUNG ADULT WORK EXPERIENCE PROGRAM AND YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location:	Sandston, Virginia
Educational Agency:	Henrico County Schools
Prime Sponsor:	Henrico-Chesterfield-Hanover CETA Consortium
Funding:	Title II Title IV, YETP Title VI
Target Group(s):	Rural high school dropouts and potential dropouts
Contact:	Hugh Palmer Director of Vocational and Adult Education P. O. Box 40 Highland Springs, Virginia 23075 (804) 737-3514

OVERVIEW

The Young Adult Work Experience Program places high school dropouts in jobs in the public sector. Individuals work on their job site as part of the program, and are assigned to work from fifteen to forty hours per week. They are paid the minimum wage. An attempt is made to place individuals in jobs where they can learn skills. Goals of the program include teaching proper work attitudes and habits, and informal counseling is provided on the job site. Intake assessments are also informal with counselors discussing with individuals their interests, their abilities and the available job opportunities. Standardized tests given previously by the school are used whenever appropriate.

Participants in the Youth Employment and Training Program receive education and work experience. The program is open to regular in-school students participating in general academic preparation or vocational education, and also to students enrolled in the GED or extended school day program. Work experience up to fifteen hours per week is provided during study hall or after school. Students receive counseling on occupational survival skills and topics such as work behavior, dress, attitude, etc. Counselors sometimes visit the homes of students and talk with parents.

When students are enrolled in vocational education programs, attempts are made to place them in work experience positions related to their vocational training. Academic credit is awarded to these vocational students at the rate of one credit for five hundred forty hours of work. One important consideration in placement of students is what transportation is available to them since no supportive transportation services are provided. The student's interests and abilities are also taken into consideration before he/she is placed.

The High School Equivalency program is flexible, allowing students to enter at any time of the year. The recommended amount of time students spend in this program is nine to ten hours a week. The program operates day and evening to allow students to mesh their participation with their work schedules.

The extended day program operates at night. A teacher specially trained to work with people who have reading difficulties is available to extended day program participants.

The Adult Education program, which provides skill training in such areas as auto mechanics and typing, is also available to participants in the Youth Employment and Training Program.

ROLE OF VOCATIONAL EDUCATION

The Director of Vocational and Adult Education for Henrico County Schools is the Director of the young adult and youth programs. He serves on the CETA planning council which meets monthly.

PRIME SPONSOR INVOLVEMENT

The CETA prime sponsor's planning council meets monthly and includes the YETP program director as a member. The coordinator of the CETA programs for the county schools serves on the prime sponsor's youth council, and also attends CETA administrative staff meetings to keep up with CETA operations.

PROGRAM ACTIVITIES

Administrative Affairs

The Program Director, program counselor and a technician, plus the instructors of vocational and extended day classes, carry out program activities. The counselor works with job site supervisors before and during placements of students on jobs.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and recruitment for both the Youth Adult Work Experience Program and the Youth Employment and Training Program are handled primarily by the CETA counselor. School guidance counselors may refer potential participants to the CETA programs or notify the program counselor whenever a student drops out of school. Guidance counselors are made aware of the CETA programs through presentations at the Counselors' Association meetings. The program counselor carries on informal, on-going counseling with students prior to placement and during work-site experiences.

Another supportive service available to students includes provision of uniforms and safety shoes.

Non-Skills Oriented Training

Students in both programs receive instruction or counseling on proper dress, work habits, attitudes, and responsibility.

Institutional Occupational Skills Training

Some YETP students are enrolled in regular vocational education programs, and efforts are made to place them in work experience positions related to their training. YETP students may also take part in the Adult Education Program which provides skill training in such areas as auto mechanics and typing.

Placement

The CETA counselor works extensively on direct job placements for students. He also refers students back to CETA for on-the-job training placement or for placement through the CETA Service Center, which has access to the Virginia Employment Commission (VEC) job bank.

PROJECT WAGE

Work Appreciation and Goal Exploration

Location: Spokane, Washington

Educational Agency: Spokane School District No. 81

Prime Sponsor: Spokane Consortium

Funding: $106,285 - YETP

Target Group(s): Urban in-school youth

Contact:
Sue Iverson, Program Manager
Project SEE and WAGE
E. 4714 - 8th Avenue
Spokane, Washington 99206
(509) 455-5242

OVERVIEW

Eighty-five school students have participated in Project WAGE, a YETP-funded program, since January 1979. The program is designed to provide transition services, work experience, and on-the-job training. Youth Career Specialists work out of a Spokane School District central office and visit schools to interview, assess needs and counsel program participants. The work experience phase offers student employment in a public or private non-profit agency for up to a total of 1,000 hours with five hundred hours the average length of employment. The work experience phase is subsidized entirely by Project WAGE at minimum wage. Along with work experience, students participate in orientation usually two hours a week for which they receive minimum wage. Orientation sessions last eight to fifteen weeks and cover the following subjects: career awareness, self assessment and goals, job finding skills, and job retention information. On-the-job training (OJT) involves the payment to private sector employers for training a youth in a specific job. After the training, the youth is hired by the employer. High school students participate in Project WAGE eight to twelve months.

ROLE OF VOCATIONAL EDUCATION

Project WAGE helps students obtain employment in their area of interest which may coincide with a vocational education course(s) they are taking. High school students may enroll in community college courses; Project WAGE assists with costs. The program staff offers orientation sessions which help students develop positive attitudes and job search skills.

PRIME SPONSOR INVOLVEMENT

The prime sponsor representative assisted the LEA staff during program development and implementation stages by providing information on legislation, CETA requirements, reporting systems, etc. Contact between the CETA office and program staff is frequent.

PROGRAM ACTIVITIES

Administrative Affairs

The Program Manager oversees day-to-day operations of the program (as well as a CETA Title II-B program) and confers with LEA administrators and prime representatives to determine policy or resolve problems. The six Youth Career Specialists for the program go to the schools and to job sites during the day to coordinate activities.

Outreach, Assessment, Counseling, and Supportive Services

School counselors support the efforts of Project WAGE's Youth Career Specialists by recommending students; however, most students are contacted directly by program staff and referred to the CETA Assessment and Referral Center for needs assessment and eligibility intake information. The center serves all CETA programs in Spokane County. Students contact the CETA program of their choice after the screening at the Assessment and Referral Center.

When students contact Project WAGE by phone or meet with the Youth Career Specialist at their high school, the student is interviewed and enrolled in the program. The student usually begins the work experience phase within a few days. The Washington Occupational Information System (WOIS) is used during the career awareness sessions of orientation.

Special funds are offered to students on the program if there is a need. These include transportation, medical and dental assistance, emergency aid, tools, equipment and work supplies and tuition for classes at a community college if the high school students meets the criteria for enrollment. One student completed a cashiering course at Spokane Community College during the 1979 funding year. Tuition payments are also made for summer school high school courses in District No. 81; twenty-one students received this assistance.

Non-Skills Oriented Training

Career orientation and exploratory activities are provided in the weekly classes. Tours of local businesses and postsecondary institutions expand the youth' knowledge of future opportunities.

Institutional Occupational Skills Training

Spokane School District offers a wide range of vocational classes; some of the Project WAGE participants are enrolled in these courses. The program will help with tuition and costs for students eligible to enroll in college-level courses at the local community college.

Work Experience and On-the-Job Training

Eighty students have been served in the work experience component, working in public or private non-profit businesses or agencies. Wages are paid by the Project WAGE. Some of the high schools give class credits for the work experience activities. Five students are enrolled in the on-the-job training component. Project WAGE pays a training cost to the employer for a set amount and length of time. The OJT component is arranged with employers in the private sector.

Youth Career Specialists visit job sites to monitor students' progress, help resolve problems and to counsel with students.

Placement

The goal of Project WAGE is placement in non-subsidized employment. Through participation in the program, students find their own jobs or are referred to non-subsidized jobs by program staff. Once a student has obtained full or part-time employment, follow-up is provided at thirty-sixty-ninety day intervals.

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Location:	Spokane, Washington
Educational Agency:	Educational Service District #101
Prime Sponsor:	Spokane Consortium
Funding:	$485,000-YETP
Target Group(s):	Urban and rural in-school youth; handicapped
Contact:	George Fisher, Director of YETP Educational Service District #101 1025 W. Indiana Spokane, Washington 99205 (509) 456-7660

OVERVIEW

This YETP in-school program serves youths in fifteen county and city high schools in Spokane and the surrounding area. Over three-hundred-sixty youths received transition services plus work experience, on-the-job training and/or skills training during a twelve-month period.

Through a contract between the prime sponsor and the Educational Services District Number 101, the YETP staff coordinate efforts with principals, teachers, and counselors in the high schools to assist in the transition from school to work for disadvantaged and handicapped youth. (The Educational Services District Number 101 is a seven-county area educational consortium).

Work experience in the public sector is the primary activity of the program with a few students placed in on-the-job training positions in private industry. Thirty-two of the total students served during the twelve month reporting period have been enrolled in vocational skills training courses at Spokane Community College. All participants have access to counseling, career interest assessment, placement and weekly workshops on such subjects as employability skills, attitudes toward work, and job hunting skills during their involvement in the program, which may last from four months to one year. Students receive minimum wage or training allowances for the time spent working on developing vocational skills.

ROLE OF VOCATIONAL EDUCATION

Vocational skills training at Spokane Community College is arranged for students who have interest in a particular area but do not have access to the training in their home high schools.

The weekly YETP workshops are conducted for the purpose of preparing students for employment or further training programs; the employability and survival skills developed during the workshops add to and support the skills developed through OJT, work experience, or community college courses.

PRIME SPONSOR INVOLVEMENT

The prime sponsor representative to this program has been involved frequently in planning meetings for the project as well as providing workshops on interpretation of regulations and fiscal concerns. Assistance through on-site visits or telephone contact has been provided to program staff on a regular basis.

PROGRAM ACTIVITIES

Administrative Affairs

The Program Director and the staff are employees of the Educational Services District #101, paid through YETP administrative funds. The main offices for the program are located in the District #101 facilities; the local schools provide office space for the program counselors, each of whom are assigned to two or more schools in the county surrounding Spokane or the few city schools served by this program (another YETP-in-school program has primary responsibility for the city schools). Officials of District #101 meet with the Program Director to establish program policy and to review activities.

Outreach, Assessment, Counseling and Supportive Services

These activities are provided or coordinated by the six program counselors during the time spent at their assigned high schools. School principals, teachers, and counselors frequently refer students to the program counselors who interview the students, provide orientation, and screen for eligibility requirements.

Individualized plans are developed for each youth entering the program; depending upon the student's needs, services such as remedial education may be arranged in addition to the major components of the program.

Occupational interest assessment is conducted for the majority of students through use of the Washington Occupational Information Services (WOIS), a needlesort inventory.

Non-Skills Oriented Training

Employability and survival skills and the development of positive attitudes toward work are frequently the topics of the weekly workshops conducted during after school hours by the program counselors. Students are referred to the workshops depending upon their needs as established in the individual plans. Workshops are held in the schools or in the central program offices.

Institutional Occupational Skills Training

Vocational skills training in auto mechanics, welding, business and office occupations, and carpentry are offered to the students at the community college in the evenings; tuition fees and training allowances are paid by YETP. The students receive academic credit in their home schools for the skills training courses.

Work Experience and On-The-Job Training

Work experience in the public sector or on-the-job training in private industry is arranged during after school hours and on weekends. Placement is matched as closely as possible to the results of the interest assessment and previous skills training.

Placement

Placement in unsubsidized employment is provided by the program counselors through direct or indirect referrals. Program completers receive follow-up contact at thirty, sixty and ninety days after termination of work experience, OJT, or skills training to receive job referral assistance, counseling, or additional occupational information.

YOUTH COMMUNITY AND CONSERVATION IMPROVEMENT PROJECT (YCCIP)

Location: Tacoma, Washington

Educational Agency: Bates Technical Institute

Prime Sponsor: City of Tacoma

Funding: $100,067 - YCCIP

In-Kind Contribution: Local Painters' Union provides time of official

Target Group(s): Urban high school dropouts

Contact:
Barbara Brewitt
Office of CETA
593 Medical Arts Building
Tacoma, Washington 98402
(206) 593-4891

OVERVIEW

Through the coordination of the prime sponsor, a technical institute, a local labor union, and community development agencies, fifteen high school dropouts are being trained as pre-apprentices through vocational skill courses and employment experiences. YCCIP funds this project, operated by the prime sponsor, for the joint purposes of meeting the employment and training needs of youth as well as for the betterment of the community.

Participants work full time during the day to repair and rehabilitate houses of disadvantaged families and the elderly in Tacoma. The residents must qualify for community development loans or grants through the Department of Housing and Urban Development. Salaries of the supervisor and the participants are paid by YCCIP.

Vocational skills are developed during evening classes at Bates Technical Institute. YCCIP participants attend classes along with other pre-apprentices of the local union to work toward a one-year certificate in painting and related skills. Apprenticeships in Local Painters Union Number 64 are offered at the end of one year to participants who have obtained the vocational certificates.

ROLE OF VOCATIONAL EDUCATION

Bates Technical Institute offers the vocational skills training necessary for youth to prepare for full apprenticeship programs. A vocational counselor for the technical institute has assisted the prime sponsor representative and the union official in coordinating program activities. The project supervisor who oversees work site sctivities, is vocationally certified.

PRIME SPONSOR INVOLVEMENT

As the operator of the project, the prime sponsor oversees all activities; the CETA planner with responsibility for this program wrote the original proposal and established the necessary linkages with education and union officials.

PROGRAM ACTIVITIES

Administrative Affairs

The CETA representative, who has overall administrative responsibility, meets with the union representative, the technical institute counselor, and the project supervisor as a group or individually on a weekly basis. These four individuals work as a team to plan and develop program activities.

The Youth Advisory Council, which includes the union representative to the program, offers assistance in determining policy and in guiding program development.

Outreach, Assessment, Counseling, and Supportive Services

CETA intake interviewers certify students' eligibility. Vocational assessment and counseling services are available to participants through Bates Technical School.

Non-Skills Oriented Training

Ten of the youths are preparing for the GED through referrals from the program.

Institutional Occupational Skills Training

Occupational orientation and skills training facilities are available at Bates Technical Institute, where program participants work toward a one-year certificate in painting and related skills (dry-wall finishing, etc.).

Vocational assessment, using basic aptitude tests and the Singer Assessment Program, is provided to all participants.

Work Experience and On-the-Job Training

The one-year work experience component consists of forty hour work weeks in housing repair, utilizing the trade skills learned in the occupational training classes. During this one-year period of time in which students work during the day and attend school at Bates Technical Institute at night, they are considered pre-apprentices. At the end of the year, all students are eligible for the apprenticeship program with the local union.

Placement

The local painters' union provides placement services to students who complete the program. To date, four students have successfully entered in a regular apprenticeship with the union. Some students who have left the program before completing the one-year certificate program at Bates have found placement in non-union positions in related occupational areas.

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YOUTH EMPLOYMENT AND TRAINING PROGRAM
FOR OUT-OF-SCHOOL YOUTH

Location:	Fairmont, West Virginia
Educational Agency:	Marion County Board of Education
Prime Sponsor:	Statewide Consortium
Funding:	$89,200 - YETP
In-Kind Contribution:	LEA provides bus service and hot lunches to students, access to audio-visual equipment and curriculum materials
Target Group(s):	In-school program for rural dropouts
Contact:	John Knisely, Program Coordinator YETP Field Street and Locust Avenue Fairmont, West Virginia 26554 (304) 366-0033

OVERVIEW

The Marion County Board of Education is under contract with the Governor's Office to provide work experience and transition services to disadvantaged youth. Operating out of a facility which houses several special programs (such as adult basic education and a pre-vocational program), YETP provides transition services and work experience. Transition services include: assessment, GED preparation, employability and job survival skills training, counseling, and placement. Twenty economically disadvantaged youth participate in the program.

ROLE OF VOCATIONAL EDUCATION

The Bureau of Vocational, Technical, and Adult Education in the State Department of Education provides assistance to program staff in proposal development, policy determination, in-service training, and curriculum development.

Coordination with vocational education programs in a local high school has provided the opportunity for two of the participants to enroll in welding classes as part of their involvement in YETP.

PRIME SPONSOR INVOLVEMENT

The prime sponsor representative from the Governor's Office maintains frequent contact with the Program Coordinator through on-site visits, telephone contact, and attendance at in-service training workshops conducted by the State Bureau of Vocational, Technical, and Adult Education. Technical assistance in the area of interpretation of regulations or clarification of fiscal concerns is provided.

On-site visits for monitoring purposes occur on a quarterly basis.

PROGRAM ACTIVITIES

Administrative Affairs

Day-to-day operations of the program are the responsibility of the Coordinator who, along with one teacher, provides services to the students. The Board of Education, through the Office of the Superintendent, administers program funds and receives regular reports on new students, activities, terminations, etc.

Outreach, Assessment, Counseling, and Supportive Services

Referrals to the program are made through the Employment Security Office which evaluates students on CETA criteria and refers them to the Project Coordinator. The Coordinator or teacher interviews students to determine history of involvement in various out-of-school programs, attitudes towards this type of program, etc. Referral to community service agencies is provided by the Coordinator or teacher as problems arise for the students throughout the year. Several community agencies have been used as resources including mental health clinics, various medical services, and the Job Service.

The open-entry-exit program assists high school dropouts in setting vocational, academic, and personal goals through the development of written individualized plans; the program staff then coordinates or directly provides the services necessary for students to achieve their goals.

Non-Skills Oriented Training

Students spend three full days a week in the classroom of the program working toward their GED or working on basic skills. Nearly all the students are working towards a GED; the others work on improving reading and math skills. GED preparation is provided on a one-on-one or small group basis. Much of the material is through programmed instruction with several programs on video tape. Subjects include

English, reading, math, social studies, science and spelling. Curriculum materials have been brought by the Coordinator from the YETP funds, provided by the State Department of Education, or donated by the ABE program in the same building. Some of the materials are on loan from the ABE program. Academic levels are assessed through the Iowa Test of Basic Skills; other tests are used for math development. Career interests are determined by the OVIS (Ohio Vocational Interest Survey).

Institutional Occupational Skills Training

Job survival skills, job attitudes, dealing with employers, motivation, completing applications, and punctuality are the areas emphasized in the classroom training.

Work Experience and On-the-Job Training

All students spend one day per week working in public service agencies. Student salaries are paid through YETP. The Project Coordinator develops these jobs, pays on-site visits to the students monthly, and meets with the supervisors of the students regularly for evaluation purposes. Types of jobs held by the students include mechanic helpers at the transportation facility for the Board of Education, library aides, teacher aides, extension service aides. Students are matched to jobs through stated interests and, when possible, their results on the OVIS.

Placement

Placement services are provided by the Project Coordinator to all students who have completed the program (i.e., received a GED or reached a stated goal of improved basic skills). The Project Coordinator has extensive contacts within the community and has no difficulty in placing students at a variety of settings from hospitals to community service agencies to private employment.

WITI CLASSES FOR HIGH SCHOOL YOUTH

Location: Shell Lake, Wisconsin

Educational Agency: Wisconsin Indianhead Technical Institute

Prime Sponsor: Northwest Comprehensive Employment Program (CEP)

Funding:
$14,708 - Vocational Technical and Adult Education District (VTAE)
$ 768 - YETP

Target Group(s): 16-18 year-old, in-school youth; plus former dropouts

Contact:
Mr. Richard Roder
Assistant Director for Instructional and Research Services
Box B
Shell Lake, Wisconsin 54870
(715) 468-2815

OVERVIEW

Wisconsin Indianhead Technical Institute for High School Youth is an after regular school hours program, taught at three campuses of the Wisconsin Indianhead Technical Institute (WITI) by regular WITI instructors, one day a week for three hours per session. The entire session lasts ten weeks for a total of thirty hours. The students receive in-depth, hands-on skills training in a chosen occupational area using the WITI equipment and facilities. The purpose of the program is to offer skills training in a broad range of occupational areas not available in the students' home schools so that more intelligent occupational choices or decisions on further training will be possible.

ROLE OF VOCATIONAL EDUCATION

WITI has made available certain of its facilities, equipment and instructors for the training of high school students, both non-disadvantaged and disadvantaged. The vocational-technical district pays for all program costs for personnel, equipment, materials and facilities. Local Vocational Education Coordinators (LVEC's) act as members of the advisory committee at the WITI campus in their area. Other committee members include WITI staff and instructors and high school vocational education teachers. Career Assistance Centers on the WITI campuses are available to the CETA students at no cost for testing, occupational exploration, information, etc.

PRIME SPONSOR INVOLVEMENT

YETP became involved in this program when it was realized that CETA-eligible students were unable to afford participation. YETP pays the costs of tuition and a student stipend.

PROGRAM ACTIVITIES

Administrative Affairs

WITI District Office staff working with the District's High School Relations Specialist determined the interest of CETA-eligible students in participating in this program. Local Vocational Education Coordinators (LVEC's), who serve several high schools, act as members of a program advisory committee at each WITI campus. The LVEC's also meet periodically with the district Administrative Council which includes campus field services administrators and the district office administrators.

Outreach, Assessment, Counseling, and Supportive Services

Program referrals come primarily from liaison personnel at each local high school. Northwest CEP certifies clients for CETA eligibility. Counseling and competency testing are available to students through the WITI instructors. Support services include transportation, tuition subsidy, a student stipend, and attitude and interest testing.

Non-Skills Oriented Training

A remedial component is built into the WITI program. The GOAL (Goal Oriented Adult Learning) Program offers basic academic activities, and the campus Career Assistance Centers provide labor market information and pre-vocational counseling services.

Institutional Occupational Skills Training

The program combines occupational survival skills training with hands-on skills training in specific occupational areas. This component lasts one semester, at the end of which students may choose to take additional skills training in a second occupational area. Some area secondary schools give academic credit for this after-school training.

Placement

A substantial number of program participants have enrolled in full-time postsecondary vocational programs following high school.

SECTION B

Coordinated Vocational Education-CETA Programs Under Other Titles

TRI-COUNTY EDUCATIONAL SERVICES

Location: Thatcher, Arizona

Educational Agency: Consortium of School Districts in
Graham County and the Tri-County
Eastern Arizona Community College

Prime Sponsor: Balance of Arizona

Funding: $152,000-Arizona Career Education Act
Title II

In-Kind Contribution: Local Vocational Education provides
partial staff salaries and testing
materials

Target Group(s): Rural in-school youth

Contact: Phil Blais, Director
Tri-County Educational Services
Eastern Arizona Community College
Thatcher, Arizona 85552
(602) 428-1133

OVERVIEW

Tri-County Educational Services provides a range of activities and services to students and teachers in over sixty rural schools in Graham County and a consortium of three counties. Title II (Governor's Discretionary Funds), State Career Education funds, and local vocational education and community college in-kind contributions are used to operate several projects designed to assist youth in identifying and clarifying career goals and evaluating vocational aptitudes and interests. Central offices for program staff are located at Eastern Arizona Community College. Staff members travel to the schools to coordinate activities or teachers may visit the Tri-County facilities to check out materials from the lending library of career education materials.

Youth may be involved in vocational evaluation, career awareness, orientation, or exploratory activities, and/or pre-employment skills training through various projects coordinated by Tri-County Educational Services.

ROLE OF VOCATIONAL EDUCATION

Vocational education funds are used to pay partial staff salaries and for testing materials for the vocational evaluation project. Vocational evaluation services assist youth in clarifying career goals; evaluation results are frequently used by school counselors to refer students to appropriate vocational programs.

Eastern Arizona Community College provides office and library space through a contract with Tri-County Educational Services.

PRIME SPONSOR INVOLVEMENT

Weekly contact between prime sponsor representatives and the program director is maintained to resolve problems concerning the vocational evaluation project and transition services which utilize CETA funding. Representatives from CETA assist in project planning and development during meetings or through frequent telephone contact.

Two public service employment slots are provided to the program.

PROGRAM ACTIVITIES

Administrative Affairs

Tri-County Educational Services was formed to provide career and vocational support services to schools within Graham County and a consortium of three counties. The Tri-County Director meets with superintendents and principals, state level educators and prime sponsor representatives to discuss project activities and receive input into planning. The State Department of Public Instruction (which administers the Career Education funds) provides program evaluation and technical assistance. An advisory council offers policy development assistance and overall guidance.

The Tri-County Services Director serves on the Manpower Planning Council.

Outreach, Assessment, Counseling and Supportive Services

Outreach activities are jointly handled by Tri-County Services staff and school staff. Schools may determine which activities to become involved in and refer students accordingly. Counseling, when provided by program staff, is for the purpose of career guidance. The vocational evaluation project assesses students' interests and aptitudes by such instruments as the Differential Aptitude Test and the Strong-Campbell Interest Inventory.

Non-Skills Oriented Training

Career education activities, films, and literature are offered to all schools in the area. A traveling Career Awareness bus visits schools on request. Teachers may use the range of materials available at Tri-County offices to teach career orientation and exploratory classes. Program staff may visit schools to coordinate various workshops, class units, or special projects in career education.

CETA/VE OCCUPATIONAL CROSSOVER CONFERENCES

Location: Los Angeles County, California

Educational Agency: Los Angeles County

Prime Sponsor: See Prime Sponsor Involvement section

Funding: Participant Registration Fees

Target Group(s): Public and private vocational educators, CETA prime sponsors and prime agents, community-based organizations, manpower administrators, special education and special schools.

Contact:
David Taxis, Administrator
Career and Vocational Education Division
Office of the Los Angeles County
Superintendent of Schools
9300 East Imperial Highway
Los Angeles, California 90242
(213) 922-6111

OVERVIEW

The CETA/VE Occupational Crossover Conferences are an on-going series of conferences whose goal is to bring together public and private agencies involved in manpower development and provide a forum where the agencies may share skills, knowledges and attitudes. The ultimate goal of the conferences is to benefit the common constituents served by participating agencies. The third annual Crossover Conference will be held in 1979.

The topics for the 1978 conference included CETA needs from vocational education, vocational education needs from CETA, a needs analysis for future areas of exchange and selected functional areas where policies, procedures, and practices might be shared. These functional areas included: recruitment, matching people to training jobs, placement, and follow-up.

ROLE OF VOCATIONAL EDUCATION

The Career and Vocational Education Division, Office of the Los Angeles County Superintendent of Schools, sponsors the annual conferences. A representative from vocational education participated in each group session. Representatives included delegates from secondary and post-secondary education.

PRIME SPONSOR INVOLVEMENT

The California Manpower Training Association cooperated in the development of the sponsor. CETA representation at the group sessions included the East San Gabriel Valley Consortium, Los Angeles County CETA, Santa Monica Human Resources Division, and other prime sponsor agencies.

PROGRAM ACTIVITIES

Administrative Affairs

The planning committee for the conferences has representatives from CETA and vocational education. The planning committee works on a continuing basis to identify functional areas common to the operations of CETA, vocational education, business and industry and government agencies which can serve as a foundation for shared expertise.

SATELLITE PROGRAMS ON UTE INDIAN RESERVATION

Location: Cortez, Colorado

Educational Agency: San Juan Basin Area Vocational-Technical School

Prime Sponsor: Ute Indian Tribe

Funding: Title II
Title III

Target Group(s): Native Americans aged 17-25 in rural areas

Contact: John Gomez, Job Development Specialist
Box 970
Cortez, Colorado 81321
(303) 565-8457

OVERVIEW

The San Juan Basin Area Vocational-Technical School is offering various vocational training programs and a GED program on the Ute Indian reservation. The goals of the program are straight-forward--to get greater participation and commitment from Native Americans in attending the vocational programs offered on the reservation. The accomplishment of that goal has been no small task. Four years ago, it was not possible to get Native Americans enrolled in the programs. Some Native Americans have since completed programs on the reservation and enrolled full time at the school.

The prime factor in bringing programs to the reservation was the act of the tribe in becoming a prime sponsor. This has enabled the school to work directly with the tribe in the operation of vocational education programs.

ROLE OF VOCATIONAL EDUCATION

The San Juan Basin Area Vocational-Technical School is currently providing three teachers and a director for programs on the reservation. A previous program utilized two teachers and a counselor on a full-time basis on the reservation. The school provides close tutoring in all programs and is responsible for placement.

The school has also cooperated in recruitment efforts by sponsoring workshops and making a slide presentation to the Tribal Council. The director of the reservation programs sits on the Planning Council for the Indian 5 percent vocational set-aside funds.

PRIME SPONSOR INVOLVEMENT

The tribe, as prime sponsor, is responsible for outreach and counseling. The tribe works closely with the teachers and checks on daily attendance. The Tribal Council, which handles all programs on the reservation, has been instrumental in getting Native Americans enrolled.

PROGRAM ACTIVITIES

Administrative Affairs

The vocational school subcontracts with the tribe. The length of the contracts varies with particular projects.

Outreach, Assessment, Counseling, and Supportive Services

The tribe is responsible for outreach. The tribe also provides counseling, and may even make home visits to help provide support to the Native American youth in the programs.

Non-Skills Oriented Training

Students may be enrolled simultaneously in the GED and another full-time program.

Institutional Occupational Skills Training

Programs offered on the reservation have been designed to fit the needs of the Native Americans, including translation into their native language. An eleven-month LPN program has just been completed. Other programs have included an adult basic education program, a GED program, and a program in business office education. Training in employability skills accompanies the programs. Some of the youth in the program are currently working and are attending the programs for the purpose of upgrading. Teachers are hired specifically for the programs and are supervised by teachers at the vocational school.

Placement

The school has responsibility for placement. Jobs are located both on the reservation and outside.

ROCKY MOUNTAIN ENERGY AND ENVIRONMENTAL TECHNOLOGY CENTER

Location: Denver, Colorado

Educational Agency: State Board for Community Colleges and Occupational Education

Prime Sponsor: Colorado Department of Labor and Employment, Office of Manpower Planning and Development

Funding:
$434,000 - Title IIA - 4%
150,000 - Title IIA - 6%
100,000 - Title IIA - 1%
200,000 - Vocational Education (P.L. 941-482)
150,000 - Title IIB

In-Kind Contribution: Equipment - Department of Energy; Manpower and equipment - Rockwell International

Target Groups: Ethnic minorities and females at least 18 years old; urban/rural; out-of-school

Contact:
Dr. Richard Edsall
Supervisor of Adult Education for State Board for Community Colleges and Occupational Education
State Services Building
Room 207
Denver, Colorado 80203
(303) 839-3335

OVERVIEW

The Rocky Mountain Energy and Environmental Technology Center is the nexus for vocational skills training programs offered at the training center and as satellite programs at various community colleges and area vocational schools throughout the State of Colorado. As such, the training center is as much a concept as it is a program site. The focus of the center is the provision of vocational skills training on a short-term intensive basis to meet labor market needs.

Four constituencies are involved in the training center: The Colorado Department of Labor and Employment, Rockwell International representing the Department of Energy, the State Board for Community Colleges and Occupational Education, and one person representing the prime sponsorships in the State. The Department of Commerce and Development is also consulted with.

The training programs have been devised to compact necessary training into short-term programs up to a maximum of six months. The Center coordinates the resources of the private sector, vocational education, and CETA to provide the training. The cooperation of the State agencies in determining ways that their functions could complement each other has been a key factor in success. The Center has been characterized by a breaking down of turfs and a willingness to change the rules to better serve the needs of students and private industry.

ROLE OF VOCATIONAL EDUCATION

Vocational education is central to the concept of the Rocky Mountain Center. At the local level individual community colleges serve as the supervisory agencies for these programs. They are in charge of hiring instructors, curriculum development, and taking care of the cost of instruction and instructional supplies. Vocational education at the State level is involved in the training center. The entire focus of the program is the provision of vocational skills training. Vocational dollars are in the program, including six percent funds from CETA set-asides and other vocational dollars such as disadvantaged funds to provide supplemental services.

PRIME SPONSOR INVOLVEMENT

The Department of Labor and Employment Office of Manpower and Development, is the prime sponsor for the Center. The local prime sponsors do recruiting, pre-testing and provide ongoing counseling. At any time that the program needs help for something that may have been overlooked, the prime sponsor either comes up with the dollars or helps to provide the necessary service or equipment. The prime sponsors pay tuition charges and provide stipends to the CETA eligible students.

PROGRAM ACTIVITIES

Administrative Affairs

A hallmark of this program has been the manner in which it has been able to modify vocational education policies to better serve students. For example, the students who attend school eight hours a day for six months in the classroom receive more student contact hours than other students would normally receive in one and one-half years. This process that has been developed is referred to as an abbreviated semester. It was determined that a typical student semester was approximately 300 student contact hours. When the students have completed 300 hours of this program, then they have technically met the requirements for a semester of credit. The difference is that this program is compacted in time. The student receives up to 50 semester credit hours for this six months of training and is able to get a certificate from the post-secondary institution. Secondly, the program has been able to contract with companies for instruction rather than an instructor. For example, a company may send any one of four people that they have to do training for chemical operators. Any one of these people may turn up at the campus for a given unit of instruction. The constituencies involved in the training center meet on an as-needed basis--they may meet daily, they may meet weekly, however often is necessary to work out the problems they encounter in developing these training programs.

Outreach, Assessment, Counseling, and Supportive Services

Outreach is performed by local CETA prime sponsors and community-based organizations. These include the Opportunities Industrialization Centers, the Urban League, and SER, the Hispanic counterpart of Education for Out-of-School Youth. These organizations do the initial recruiting and counseling, together with the prime sponsors. Non-CETA-eleigible students may enter the programs by paying tuition to the Community College. The assessment which follows initial recruitment is intensive. The local prime sponsor does a majority of this. They get together a group of potential candidates for the program; then both the private sector and the schools do additional testing in the area of aptitude and other mental tests and interviewing. For example, in one program in the machine shop it was noticed that alcoholism and drugs were a problem. Two rehabilitation persons were recruited and placed on the site. Some of them were hired by the local prime sponsor, some of these were people from vocational rehabilitation. In addition, the community college has a supplemental services program supported by vocational education disadvantaged funds. These are services, such as tutoring, or any other needs that will help the student to succeed in the programs.

Non-Skills Oriented Training

Any sort of remedial education needed by these students is something that they attempt to offer prior to entry into the program. For example, many of these training programs require at least a sixth grade functional reading level. The program contracts with community colleges, community-based organizations or a private firm to teach reading skills on a one-to-one basis.

Institutional Occupational Skills Training

Once in the program the students begin their institutional occupational skills training. This training takes place eight hours a day. A student would typically start at 7:20 in the morning with a fifteen minute break in the morning, a half hour lunch, with the bus leaving the center at 4:15 in the afternoon. Two shifts are on-line in some programs. These shifts run from 7:30 to 3:30 and 3:30 to 10:30. The instruction that is offered is individualized; there is an extensive array of video cassettes and such things used to aid instruction. The instruction is self-paced and instructor-assisted. If the student needs to stay a long r time in the learning center, he does so. If the student needs extra tutoring or counseling, he gets it. In addition, there may be some scheduled classwork. For example, in one program they found a need for a basic chemistry class. This class was scheduled based on a task analysis that was done of the job. The task analysis was performed by an advisory committee from the private sector; it was finished by the community college who developed the curriculum for the program. Currently the program includes machine operation, chemical operation and work processing located at the Rocky Mountain Energy and Environmental Technology Center and a program in waste water treatment as a satellite program at the Red Rock campus of the Community College of Denver. The program will soon additionally include, in other parts of the State, a truck driving program, heavy equipment maintenance, and possibly even an underground mining program.

Work Experience and On-the-Job Training

Work experience can be a component of the program owing to the fact that the program functions on performance-based exit. Students leave the training programs at various times depending on a determination that they are job ready. When students are deemed ready for the work site, they are put on the site and site visitations are conducted to see that the students are succeeding on the site. In addition, a training plan is developed with the employer to make it understood that a particular student is still in training. This continues for the entire training cycle of the program. This job placement is more work experience rather than cooperative experience in the sense that the sites are not supervised as closely as they would be in a cooperative situation. At the end of the training cycle, students may receive a certificate from the school. As students leave the training at various points, vacant slots are constantly being filled. The program has so far processed approximately 100 students. The programs continue on a cycle-to-cycle basis as needed by the private sector.

Placement

Students who are placed on the job are given extensive job counseling, placement and follow-through to make sure that they will succeed. As the job needs of the labor market and private employers change, so the training programs may be varied. For students completing programs in 1979, the placement rate was ninety-seven percent.

WOOD HARVESTING PROGRAM

Location: Machias, Maine

Educational Agency: State Bureau of Vocational Education

Prime Sponsor: Penobscot Consortium

Funding: $36,000 - Title IIB
Title IIA - 6% (Vocational Education)

Target Group(s): Dropouts, veterans, older workers, Native Americans in rural areas

Contact: Richard Schweikert
Manager of Tactical Planning
Penobscot Consortium
P.O. Box 1136
333 Illinois Avenue
Bangor, Maine 04401
(207) 945-9431

OVERVIEW

The Wood Harvesting Program offers participants a sixteen-week term of "classroom" training most of which is on-site in the woods, and an additional month of unsubsidized on-the-job training. Students learn skills necessary to secure and retain jobs in the wood harvesting industry. They are paid by the Penobscot Consortium for hours spent in training, and by the VTI for the wood they harvest during the month of on-the-job training.

ROLE OF VOCATIONAL EDUCATION

The Washington County VTI is responsible for managing this statewide program. The program is offered at several VTI facilities. The original cooperative program was established at the Northern Maine VTI. Certified vocational education instructors teach the program using facilities and equipment of the VTI. The Maine Bureau of Vocational Education oversees the program through a staff member who is the CETA Coordinator.

A committee consisting of VTI, industry and Consortium representatives meet for planning prior to the program's start each year; there are joint placement efforts at the program's end.

PRIME SPONSOR INVOLVEMENT

The Penobscot Consortium was involved financially in the establishment and support of the Wood Harvesting Program in 1978 at Northern Maine VTI. Since that time CETA students have participated in the program through slots that the Consortium buys for individuals who are interested in learning these skills. Consortium representatives meet with school and industry personnel prior to the beginning of the year's program. There are frequent telephone contacts between school and Consortium staff members; CETA operations staff and counselors are in direct contact with students in the program. The Consortium is responsible for the payroll of CETA students in the Wood Harvesting Program. The program is monitored periodically by CETA and Bureau of VTI staff. At the end of the program, Consortium, school and industry personnel are involved in placement efforts.

PROGRAM ACTIVITIES

Administrative Affairs

All aspects of "classroom" and on-the-job training are handled by the VTI, and payroll, pre-program orientation and counseling is the responsibility of the Consortium.

Outreach, Assessment, Counseling, and Supportive Services

Outreach and recruitment are functions of the Consortium. Counseling is a part of the Title IIB programs and is also provided by CETA counselors. Transportation services are provided for those students who need them. Other supportive services are available on an as needed basis, but must be justified.

Non-Skills Oriented Training

Remedial education, etc. is provided to participants in preparation for their referral to this and other training programs.

Institutional Occupational Skills Training

The VTI provides the sixteen-week program of "classroom" training.

Work Experience

Following the training period offered by the VTI, students are involved in an on-the-job work experience for a month. During this time they are paid by the VTI for the wood they harvest.

Placement

There is a joint effort by the Consortium and the VTI to aid program graduates to find jobs in the wood harvesting industry.

PROVE

Program Referral for Occupational and Vocational Education

Location:	Tyngsboro, Massachusetts
Educational Agency:	Greater Lowell Regional Vocational Technical School
Prime Sponsor:	Lowell Consortium
Funding:	Title IIA - 6% (Vocational Education)
Target Group(s):	High school graduates in a rural area; dropouts
Contact:	F. Nelson Burns, Director Pawtuckett Boulevard Tyngsboro, Massachusetts (617) 455-5411

OVERVIEW

PROVE extends every vocational training program at the Greater Lowell Regional Vocational-Technical School to CETA participants. Participants are placed in secondary vocational-technical programs offered to regular secondary students during their junior and senior years. In six months time, students are provided with the equivalent of one and one-half years of intensive training.

PROVE operates on an open-entry, open-exit basis. The school is open year-round with attendance on a 45/15 basis. That is, students are in school for forty-five days and out of school for fifteen days. Individualized learning packages and extensive hardware and software at the school make it possible to depart from traditional classroom-size programs with scheduled start and end dates. Orientation to work is emphasized through use of a simulated office where students clock in. There are thirty-six shops available, each offering preparation in several trades. The goals and objectives of the program are to take underemployed or unemployed people and train them for meaningful jobs. This includes providing them with GED's and necessary support services. The basic idea is to maximize employment potential through building their skills and confidence.

ROLE OF VOCATIONAL EDUCATION

Funded by vocational education set-asides under Title I, Section 112 and now Title II, Section 204, PROVE is centered on vocational training for CETA eligibles. The Greater Lowell Regional Vocational Technical School is playing a central role in providing training which is adaptable to the needs of underemployed and unemployed individuals.

PRIME SPONSOR INVOLVEMENT

In addition to outreach functions and intake, the prime sponsor has helped to plan the program. There has, in fact, been a process of joint planning. Both the Consortium administrator and manpower planners have participated in planning sessions. The prime sponsor is in weekly contact with the program director. The local Manpower Advisory Council formally reviews the contract every six months.

PROGRAM ACTIVITIES

Administrative Affairs

During the past three years, there have been several administrative structures for handling the program. The State level has been involved on a regular basis. In the first year, occupational education at the State level directly monitored both physically and programmatically. They conducted monthly visits and approved everything from facilities to budget items. In the second year, the Manpower Services Council assumed the supervision and monitoring function and funneling of funds. In the third year, which is the current year, the local prime sponsor took over the monitoring. Program funds pay for half-time administrators, counselors and full-time teachers that were added to the staff, as well as some supplies and materials. Basically, however, the only cost to the prime are those over and above what it would cost to send a student to school at the center. There are fifty-six slots available but one hundred to one hundred and fifty students will be served throughout the contract. Evaluation occurs on a regular basis through several different means. In addition to evaluations performed by the local Manpower Advisory Council, the program is audited fiscally by the State Employment and Training Council. In addition to these evaluations, it is audited yearly by the State Department of Education.

Outreach, Assessment, Counseling, and Supportive Services

The prime sponsor has a centralized intake function for referrals. Assessment and evaluation follow entry into the program. Students are given a battery of aptitude tests such as the DAT. There is also a vocational counselor to talk to students about their goals and self-perceived skills, an assessment counselor who talks to students about their skills as evidenced by tests, and a placement counselor who talks to students about the job market relative to the skills they have and the training they may undertake. These three people, who are funded on a part-time basis by the project, help to make a decision about what level to place students. Together they develop a plan for the student that is an individual plan similar to the one done for special needs populations. Each person has an education plan. Counseling is a component of the program and each of the three funded counselors takes a third of the students for counseling purposes. Counselors and students work with them on such things as the MOIS or occupational information system, or with personal problems. Support services are offered through use of pupil personnel services.

Non-Skills Oriented Training

Students in need of a GED may come before school from 8:00 to 11:00. Or, if the students starts at 8:00 a.m., they may arrange to take GED during the day by contracting for a time between their GED instructor, who is one of the four vocational instructors on the staff, their shop instructor, and themselves.

Institutional Occupational Skills Training

Skills training is compacted into a maximum of six months. This is accomplished by providing training without academic courses. Secondary students alternate between one week of academics and one of training. Only one to two PROVE students are placed in a shop. The overall faculty, however, is augmented by one for each additional twelve students in the school. Survival skills such as job interviewing are also taught. Video tapes are used to teach job interviewing skills. An attempt is made to build on the individual strengths of each student. The program makes use of learning packages which are self-paced. These packages break the curriculum into behavioral objectives with a variety of ways to accomplish each objective.

Placement

The placement counselor for the regular day school also provides placement services for program participants. The placement counselor makes calls to industry to help find slots for PROVE students. The program has been successful in placing PROVE students because, although the program is year-round, regular students graduate in June; PROVE students, however, are available for placement at various times throughout the year.

PROJECT ARTICULATION

Location: Provo, Utah

Educational Agency: Utah Technical College

Prime Sponsor: Governor's Office of Labor and Training

Funding:
$62,141 - Title IIA - 6% (Vocational Education)
35,000 - Title IIB

Target Group(s): Secondary and postsecondary students; potential dropouts, rural areas

Contact:
Dr. Douglas H. Johnson, Coordinator
Utah Technical College
Box 1009
Provo, Utah 84601
(801) 224-6161, Ext. 271

OVERVIEW

The goal of Project Articulation is to develop an open-entry/open-exit training system. The project is part of a statewide effort to use 6% CETA-Vocational Education funds for institutional change and the coordination of vocational education and CETA. Project funds from CETA are used to develop curriculum modules. Vocational education disadvantaged funds integrate a tutorial component into the project which identifies potential dropouts and uses the modules to develop basic skills.

In its first year, one hundred percent of the students served by Project Articulation were CETA-eligible and were seventeen years old and older. Currently the project is targeted on secondary, postsecondary and potential dropout students. They averaged nineteen years of age. To date, 8,700 students have used the curriculum modules. With the advent of these modules the schools began to open up their programs. Open-entry/open-exit became a reality. Once this was accomplished it was possible to reduce the total stipend per student and permit more students to complete a program.

ROLE OF VOCATIONAL EDUCATION

Vocational education plays a role in the direction of Project Articulation. There is a steering committee comprised of representatives from vocational education at the State level, local vocational education directors, and associate deans from Utah Technical College. Vocational education teachers have developed the curriculum modules in their respective technical areas. Vocational cooperative education is encouraged for many of the participants.

PRIME SPONSOR INVOLVEMENT

The Mountain Lands Association of Governments is involved in Project Articulation at the local level. Manpower planners worked with the State Board of Education to develop the program and helped to promote the program with the technical college. The prime sponsor visualized the program as a preventive to dropping out.

PROGRAM ACTIVITIES

Administrative Affairs

To support the use of the modules, workshops have been conducted for instructors on how to use the modules. Money from difference sources has been used for these workshops. For example, some of the set-asides in the school district for in-service training will pay for a substitute teacher while the regular teacher comes to the workshop. Workshops are offered on a continuing basis or whenever requested, e.g. a group of welding instructors recently requested a special three-day workshop.

The steering committee for the program meets once a month during the school year. The Program Director presents progress reports at these meetings. The modules are developed by teams of teachers including a college coordinator. This process involves seven school districts and the technical college in a roundtable discussion to determine the objectives of the modules.

The program has been in operation four years. During the first two years, funds were used for programs solely for CETA students. The technical college matches the CETA money and the proposal receives a sign-off from the seven school districts and the technical college. Each phase of the project has been in a proposal form on a yearly basis.

Outreach, Assessment, Counseling and Supportive Services

The school performs an outreach function for the tutorial component of the program. Other referrals to the program are made through the Employment Service.

Non-Skills Oriented Training

The tutorial program is helping students in reading, writing and math so they can be employable or stay in school. These students are encouraged later to become enrolled at the technical college. The curriculum modules are used to teach the basic courses. One advantage of the use of these modules in the tutorial program is that students actually receive competency credit for completion of the programs. At the secondary level, the tutors talk with the teachers and the regular classroom teacher gives credit in the basic curriculum suth as reading, writing or math. When the student reaches the technical college level he/she will be given credit for having already completed the module in the particular technical area.

Institutional Occupational Skills Training

The curriculum modules cover various technical areas; one, for example, concerns training for child care specialist in a nationally accredited program at the technical college. Students receive college credit for the completion of the modules no matter where they actually complete the module. If they meet the criteria for the learning objective and pass the test for the module, they can receive credit. The instructors at the high schools and the college have agreed on the learning objectives for each module.

Work Experience and On-the-Job Training

In the tutorial program students in high school are encouraged to be involved in a Cooperative Education program. This permits a work experience while earning credit. Students eligible for CETA also receive a stipend. Students at the postsecondary level are also involved in an extensive cooperative education program based on industry advisory councils at every level of training.

Placement

There is a placement coordinator in the tutorial phase of the program as well as a large placement office located at Utah Technical College for postsecondary students.

STATE LEVEL COORDINATION OF 6% and 1% FUNDS

Location: Salt Lake City, Utah

Educational Agency: Utah Board of Education

Prime Sponsor: Governor's Office of Labor and Training

Funding:
$500,666 - Title IIA - 6% (FY '78)
188,159 - Title IIA - 1% (FY '78)

Target Group(s): Secondary and postsecondary students statewide

Contact:
Alan Ayoub, Director
State Office of Labor & Training
1331 South State Street, Suite 300
Salt Lake City, Utah 84115
(801) 533-5321

OVERVIEW

The State of Utah has used its 6% and 1% monies, and previously the 5% monies, for the purpose of levering institutional change. The goal of Utah's institutional change policy was to make vocational education responsive to CETA clients. Guidelines for use of the funds have been collectively developed by vocational education and CETA staff at the State level. The primary vehicles for change have been open-entry/open-exit training programs and articulation of secondary and post-secondary course work.

The programs developed in Utah have been influenced by both demographic and historical context. The overall educational attainment of the population is 13.5 years. For the Latino population, the largest minority representing six percent of the population, the educational level is 11.5 years. This has resulted in less need for remediation prior to skill training. Utah also has a long history of coordination dating back to its days as a pilot state for the Comprehensive Manpower Program (CMP). Utah also had a Manpower Planning Council that was the result of a state statute and not a federal mandate. The charge of this body was to coordinate all state manpower delivery agents. Under the CMP program, the Governor charged the Manpower Planning Council to use monies cooperatively. In turn, the Council requested that vocational education and CETA develop cooperative agreements. The CMP program used the State Vocational Education System as a contractor, who in turn subcontracted locally to provide the training for CMP referrals. This was done on an individual client-cost basis. With the advent of CETA, the Superintendent of Education and staff from the Governor's Office, who were both on the Manpower Planning Council, worked out an agreement asking for institutional change to make vocational education responsive to CETA clients. Vocational education and CETA staff at the State level sat down to discuss the 5% monies and the use of them to supplement institutional training or to use as a lever for institutional change. As only $435,000 was available at that time, they decided not to use the funds as an adjunct to the delivery system. Collectively they developed guidelines for use of the funds. They charged local vocational education with using the funds for institutional change and they laid out several categories. Programs of open-entry/open-exit and articulation were the result.

ROLE OF VOCATIONAL EDUCATION

Vocational education in Utah has been actively involved in coordination at the State and local levels. The 6% and 1% monies fund positions for four manpower staff located within the State Division of Vocational Education. These staff serve in a liaison capacity and bring education into the CETA planning process. It is the goal of the State Board staff to establish linkages with the local boards of education and local CETA programs. This serves to give the prime sponsor an entree to the educational processes. Local vocational education programs have responded by awarding credit for postsecondary course work, whether that credit was earned at the secondary or postsecondary level and, also, by initiating open-entry/open-exit programs.

PRIME SPONSOR INVOLVEMENT

The State of Utah has a State Consortium consisting of five prime sponsors and the balance of state. The Governor's Office represents both balance of state and statewide programs. The Governor's Office laid the groundwork for coordination under the CMP program, and continued the commitment to institutional change in the early days of CETA. Staff from the Governor's Office meet almost daily with the Division of Vocational Education.

PROGRAM ACTIVITIES

Administrative Affairs

Policies regarding use of the 6% funds, and formerly the 5% funds, were made possible by a waiver from the Regional Office of Labor on the administrative requirement of the set-asides. For the first two or three years, staff development was a subcomponent of the guidelines for use of the set-asides. Staff development consisted of training for instructors to aid them in developing individualized curricula.

Regional committees have been set up in each region of the State to facilitate planning and coordination of programs and 6% funds. Committees are comprised of Vocational Directors, local associations of government planners, and other program operators in each region. These committees are authorized to make determinations regarding the best methods to be used in serving CETA students.

Outreach, Assessment, Counseling, and Supportive Services

Currently, the expenditure of 6% funds may include the establishment of assessment units tied to employability plans at institutions which serve CETA students.

Institutional Occupational Skills Training

Early types of change took the form of open-entry/open-exit programs so an individual could enter vocational training at any point and continue for as long as necessary. In articulation programs where high school credit was awarded towards postsecondary course work, students could be taken out of high school to a postsecondary campus or they could be taught on campus and allowed the credit to transfer to the postsecondary institution. Some of the money was used for instructors to develop individualized curricula through use of video cassette processes. This could be done if it were demonstrated that there was a relationship between the curricula development and institutional change.

The extra costs needed to establish and operate training related to non-traditional jobs for CETA clients are fundable under current guidelines for the use of 6% funds.

Placement

Local programs may currently use 6% funds to provide job development, follow-up, and improved mechanisms that will insure placement of all CETA participants.

CETA PARTICIPANT SERVICES

Title II-B

Location: Spokane, Washington

Educational Agency: Spokane Community College

Prime Sponsor: Spokane Consortium

Funding: $397,000 - Title II-B

In-Kind Contribution: Community college provides teaching staff

Target Group(s): In-school program for former dropouts, ages 17-21

Contact:
William Marchioro, Director
CETA Participant Services
North 108 Washington Street
Spokane, Washington 99201
(509) 838-4271

OVERVIEW

Two hundred and fifty dropouts between the ages of seventeen and twenty-one are served each year through a CETA Title II-B program in Spokane. The program offers a choice among three components (which are paralleled in a Title II-B adult program): work experience, on-the-job training, or classroom skills training at Spokane Community College or other educational facilities in the area. In addition, approximately eighty percent (80%) of the participants complete their GED's in classroom training offered at the program facility. Spokane Community College, through a subcontract with CETA Participant Services, provides three teaching staff members for the GED classes on a cost reimbursement basis. The open-entry, open-exit program is highly individualized and designed to provide total support for dropouts who want to complete their high school education and prepare for work.

ROLE OF VOCATIONAL EDUCATION

Spokane Community College offers skills training in a range of vocational areas plus teaching staff for the GED classes. Private business colleges are also used as skills training resources for the participants

PRIME SPONSOR INVOLVEMENT

The prime sponsor, which is a city/county consortium, subcontracts with the CETA Participant Services (CPS) to operate Title II-B programs. The prime provides technical assistance to CPS.

PROGRAM ACTIVITIES

Administrative Affairs

Program administrative matters are the responsibility of the Director of CETA Participant Services, which is a private, nonprofit organization sponsored by the American Indian Community Center of Spokane. Teaching staff are employees of the community college (or a private business college where some youths are referred for business skills classes).

Outreach, Assessment, Counseling, and Supportive Services

Outreach activities include informational literature sent to community service agencies and the schools. The CETA Participant Services counselors conduct eligibility screening and coordinate assessment of vocational/academic aptitutde and interest. The counselors obtain school transcripts, speak with school personnel, and interview the students to assist in the development of Individual Employability Plans. In addition, the General Aptitutde Test Battery (GATB) and the Kuder are administered by Employment Security and interpreted by CETA staff. Basic reading tests are administered to determine appropriate level of placement in the GED preparation programs. Supportive services are extensive; child care assistance, transportation allowances, expenses for medical and dental examinations may be provided.

Non-Skills Oriented Training

Participants must choose to return to regular high school classes to complete graduation requirements or enter GED preparation classes offered at the program facility. Over ninety percent of the enrollees choose GED and, as noted, a high percentage of GED enrollees (eighty percent) complete the requirements. Some participants receive training allowances for the GED preparation.

Institutional Occupational Skills Training

Skills training is one option for youth who complete GED or graduation requirements. Spokane Community College, private business schools, other educational institutions throughout the area are used as resources for placement in skills training programs. The program funds cover the costs of tuition and fees plus training allowances for the participants.

Work Experience and On-the-Job Training

Both work experience and on-the-job placements are developed by the program staff. Placements are based upon the participant's interests, aptitudes, and experience. Wages may be paid through program funds (for work experience and part of the OJT slots) or by the employer (part of the OJT slots).

Placement

Unsubsidized placement for program completers through direct referral, job development, or employer information is provided by the program staff.

CETA COOKS PROGRAM

Location:	Spooner, Wisconsin
Educational Agency:	Indianhead Vocational, Technical and Adult Education District
Prime Sponsor:	Northwest Wisconsin Comprehensive Employment Program (CEP)
Funding:	$9,709 - Indianhead VTAE District $9,709 - Title IIB
Target Group(s):	Out-of-school youth and adults in a rural area
Contact:	Mr. Richard Roder Assistant Director for Instructional and Research Services WI Indianhead VTAE District Box B Shell Lake, Wisconsin 54870 (715) 468-2815

OVERVIEW

The CETA Cooks Program is an outreach program; i.e., it is offered at a location away from the campuses of the vocational-technical institute. In this case, the facility is rented for the program, and students are provided services through the outreach component of the district. The cost of the facility rental and training costs is shared fifty/fifty with the Northwest Wisconsin CEP.

The Cooks Program runs for eight hours per day, forty hours per week, involving a total of eight hundred hours in the twenty-week duration, with a maximum enrollment of fifteen students. The program provides vocational skills training for employment in food preparation and service occupations.

ROLE OF VOCATIONAL EDUCATION

Vocational education funds pay for fifty percent of the training costs of this program. Certified vocational instructors teach a state-approved vocational curriculum. The program came into being after a vocational home economics coordinator conducted a needs assessment in the area to determine manpower needs in this occupational area. The idea was discussed with a local vocational advisory committee before plans were finalized and curriculum established for the program.

The program is supervised by one of the three field services administrators employed by the vocational district. In addition, a CETA consultant from the Wisconsin Vocational System conducts periodic on-site evaluations of the project.

A vocational outreach counselor from the Indianhead VTAE District offices is available to students and visits the site regularly. In addition, the Career Assistance Centers on the campuses of the Wisconsin Indianhead Technical Institute are available at no cost to CETA students for counseling, occupational exploration, job survival skills, testing, etc.

PRIME SPONSOR INVOLVEMENT

Northwest CEP is involved in outreach, intake, screening, and selection of clients, as well as planning, monitoring and evaluation of programs. Spring and summer joint planning meetings involve both Northwest CEP and vocational education representatives. Planning for continuing and/or new programs takes into account the prior evaluation of programs, input from vocational coordinators around the state, and input from CETA intake centers. During the year, as questions come up, ad hoc joint meetings are held to resolve problems.

PROGRAM ACTIVITIES

Administrative Affairs

Once the outreach and screening of students by Northwest CEP has been accomplished, day-to-day administrative affairs are handled by the Indianhead Vocational, Technical and Adult Education District Office and the program instructor.

Outreach, Assessment, Counseling, and Supportive Services

Outreach activities, including screening and selection of participants, are handled by Northwest CEP. As a part of the selection process, Northwest CEP may refer the individual for a two-week period to one of the Career Assistance Centers located on the four vocational education campuses for counseling, occupational exploration, life survival skills, testing, etc. to assure that the individual is being placed in the skills training program appropriate to his/her abilities and interests. Additional support services are available to participants through the District's outreach counselor.

Non-Skills Oriented Training

A block of remedial education time is included as part of the training at the outreach program site.

Institutional Occupational Skills Training

Vocational skills training and occupational survival skills are provided daily at an off-campus facility rented especially for this eight-hour per day Cooks Program. Practical experiences in food preparation and food service activities comprise the major portion of the program. Participants who complete the twenty-week training and later enter regular on-campus vocational programs are awarded a certificate of advanced standing by the State of Wisconsin.

Placement

Placement is handled primarily by the instructor and the counselor, with Northwest Wisconsin CEP cooperation. The instructor has knowledge of the area and of the employment needs of the occupational field; he has community contacts and is most helpful toward placing his students.

Evidence of the placement concern by the Indianhead District and the Wisconsin Vocational System can be found in the follow-up procedure for each graduate or completer of a vocational program--regular or CETA. Upon completing or leaving a program, participants record information concerning their job status. In addition, each participant is provided a postage-paid, return card which he/she can mail to the vocational district once employment is obtained.

A statewide six-month Follow-Up, requesting information on job status, wages, etc., is conducted each year by the vocational district. This follow-up also makes an assessment of student satisfaction with his/her training and obtains approval to contact the employer to determine employer satisfaction with program graduates.

SECTION C

Coordinated Programs Between Vocational Education
and Other
Employment and Training Service Providers

HIGH SCHOOL ACADEMIES

Location: Philadelphia, Pennsylvania

Educational Agency: Philadelphia Board of Education

Prime Sponsor: None
Sponsored by the Philadelphia Urban Coalition

Funding: Vocational Education Funds

$250,000 Private Industry contribution in the form of in-kind services plus $20,000 to $30,000 cash per academy

Target Group(s): Urban, inner-city youth who are academically disadvantaged; potential dropouts

Contact: Mr. Hendrik B. Konig, Director
High School Academies
c/o Philadelphia Electric Company
2301 Market Street
Philadelphia, Pennsylvania
(215) 841-5568

OVERVIEW

The High School Academy Program is a three-year alternative vocational skills training program for academically disadvantaged inner-city youth.

The Philadelphia Urban Coalition was the moving force behind the development of the first Academy, following the civil disorders of 1968-69. The prototype Academy, the Academy of Applied Electrical Science, Inc., utilizes a "hands-on" approach to increase students' motivation and understanding of basic and vocational skills.

The Academies, which are housed within high school facilities in Philadelphia, benefit from the involvement of employees loaned by business and industry, labor representation and individuals from the school district and academic community who serve as an interdisciplinary project team. This team supervises instruction and provides managerial and technical expertise. Participants are provided training in one of three occupational areas: 1) electrical and electronics; 2) business; and 3) automotive and mechanical. The business program is offered at two sites; the electrical and the automotive training each at one.

Basic skills instruction in math, English and social science is related directly to the student's training interests. For example, tool boxes become the permanent possessions of the students after they can successfully complete a requisition including the correct spelling of each tool, and a computation of the cost of tools including sales tax. English and math teachers have prepared lessons directly related to training or work assignments or activities that the students are involved in. Finding the quickest transportation to a work site by reading a city map, completing an income tax form, or securing a social security number or working papers become learning experiences in English class.

Work experience placements in industry or business are provided to some students and others work in academy "factories" which provide paid work experience in a sheltered workshop situation. The "factories" are operated after school hours and during the summer months.

ROLE OF VOCATIONAL EDUCATION

Vocational education funds are used in support of the program. Skill training is offered to program participants.

PRIME SPONSOR INVOLVEMENT

There is no direct involvement of a prime sponsor in the High School Academies Program.

PROGRAM ACTIVITIES

Administrative Affairs

The Director of the High School Academies is an employee from an area electrical industry who has been released from his company duties in order that his time can be donated to the academies. His salary is paid by the company. Day-to-day program operations are handled by a project team headed by a manager, also on loan from business or industry. The project team, which has representation from business, industry, labor and the school district, directs all aspects of the learning process.

Outreach, Assessment, Counseling, and Supportive Services

Academy teachers and industry personnel make presentations to junior high school students explaining the program. Students must then take the initiative to apply for the program. If accepted, the students enter the academy in the tenth grade. Standardized tests are used to assess the students' academic needs.

Remedial education is built into the curriculum which was developed because the existing materials required math and reading skills which Academy applicants did not possess. Counseling services are provided to students by their teachers. Transportation services are offered to those students who are placed in private industry work experience positions.

Institutional Occupational Skills Training

Job survival skills such as appearance, punctuality, telephone skills, etc. are incorporated into the program.

Students are involved in a step-by-step individualized "hands-on" skills training program which also includes directly related basic skills.

Work Experience

Work experience in industry or business positions is provided those students whose achievement and maturity warrant such placement. School "factories" afford paid work experiences during after school hours and in the summertime for younger or less skilled students. This unit is incorporated under the Junior Achievement Charter and is considered a "survival package" for low-income participants.

Placement

Joint efforts are made by the groups represented on the project team to make summer jobs available and to place qualified Academy youths in full-time jobs upon their graduation.

PROJECT P.R.O.V.E.

Program Reaching Options in Vocational Education

Location:	Philadelphia, Pennsylvania
Educational Agency:	Philadelphia School District
Funding:	$191,500 - Women's Bureau, U.S. Department of Labor
Target Group(s):	Urban high school junior and senior female students
Contact:	Marcella Germanotta 1517 West Girard Avenue Philadelphia, Pennsylvania 19130 (215) 235-0130

OVERVIEW

P.R.O.V.E. (Program Reaching Options in Vocational Education) is a School-to-Work Transition Demonstration Project which is sponsored by the YWCA of Philadelphia and funded by the Women's Bureau of the Department of Labor. Project P.R.O.V.E. offers supplementary services to those provided in two vocational skills centers operated by the Philadelphia School District. Three types of services--recruitment, career counseling, and job placement--are offered by the project. Students are recruited for four non-traditional programs offered at the skills centers. After a student is accepted into Project P.R.O.V.E. and a skills center, individual and group counseling, job exploration activities, field trips, retreats, and presentations by outside speakers are provided as supplements to the skill training being offered. The student attends her home school for academic training for one week; the following week the student attends the skills center for vocational training. Job placement services are provided during the academic year, during the summer and upon graduation. In-service training is provided to students, teachers and counselors in the home schools in order to sensitize school personnel to the concerns of women entering non-traditional fields.

ROLE OF VOCATIONAL EDUCATION

Vocational Skills Centers operated by the Philadelphia School District provide skill training to Project P.R.O.V.E. students in four programs considered non-traditional for women.

PROGRAM ACTIVITIES

Administrative Affairs

Program personnel coordinate the outreach, counseling and placement components of the program. Skills Center staff provide vocational training.

Outreach, Assessment, Counseling, and Supportive Services

Students are recruited by project personnel through presentations made at sixteen feeder schools. Counselors and industrial representatives make a thirty-minute presentation concerning women in non-traditional roles. The presentation includes a film entitled "Equal Vocational Education" (EVE) and other materials on this topic. Following the presentation, students are provided with application forms for enrollment in a skills center and Project P.R.O.V.E.

A variety of counseling services are provided for P.R.O.V.E. participants. Counseling, involving problems that might occur as a result of the non-traditional job, values clarification and self-assessment techniques are included. Each student attends at least one hour per week of counseling in a group setting, and in addition, individual counseling is also provided. Retreats are held so that students can meet other females working in or interested in non-traditional fields. Workers and employers in non-traditional fields are brought in as speakers.

Non-Skills Oriented Training

During counseling sessions, participants are given instruction on topics such as obtaining a driver's license, a social security card or completing other forms necessary for everyday business transactions.

Institutional Occupational Skills Training

Job readiness skills such as how to complete an application, what to expect in a job interview, employer expectations of an employee, and discussion of problems that might arise as a consequence of being in a non-traditional occupation are included by counselors or instructors during the program.

Students are enrolled in one of four non-traditional skills training programs held at two Philadelphia Vocational Skills Centers operated by the school district. Students attend the skills centers on alternating weeks. The other weeks are spent at their home schools receiving academic education.

Work Experience

Attempts are made to place the young women in work experience positions directly related to their training both during the academic year and during the summer.

Placement

Upon graduation, students also receive placement assistance from Project P.R.O.V.E. personnel in locating positions related to their training.

SECTION D

List of Acronyms

LIST OF ACRONYMS

AVA	American Vocational Association
AVTI	Area Vocational Technical Institute
BOS	Balance of State
COATS	Comprehensive Occupational Assessment and Training System
CAC	Community Action Council
CAP	Community Action Program
CBO	Community Based Organization
CEP	Concentrated Employment Program
CETA	Comprehensive Employment and Training Act
DHEW	Department of Health, Education and Welfare
DOL	Department of Labor
DVR	Division of Vocational Rehabilitation
EMR	Educable Mentally Retarded
ES	Employment Security
ESEA	Elementary and Secondary Education Act
ETA	Employment and Training Administration
FY	Fiscal Year
GATB	General Aptitude Test Battery
GED	General Equivalency Diploma
IEP	Individualized Education Plan
ISD	Independent School District
LEA	Local Education Agency
OJT	On-the-Job Training
PIC	Private Industry Council
PSE	Public Service Employment
RFP	Request for Proposal
SEA	State Education Agency
SPEDY	Summer Programs for Economically Disadvantaged Youth
SYEP	Summer Youth Employment Program
USOE	United States Office of Education
VEA	Vocational Education Act
VICA	Vocational Industrial Clubs in America
YEDPA	Youth Employment and Demonstration Projects Act
YETP	Youth Employment and Training Programs
YIEPP	Youth Incentive Entitlement Pilot Projects